

The Pompeu Fabra University

Code of Ethics

*Approved by virtue of the agreement of the Board
of Governors of 18 July 2012*



Universitat
Pompeu Fabra
Barcelona

FOREWORD

Now that Pompeu Fabra University (UPF) has over 20 years of history behind it, this is a good time to set out the principles and values on which all members of its academic community should base their conduct in university life; those to which we adhere, which inspire our progress as an institution, and which develop the ideas we established in the document *Estratègia UPF 25 anys* [UPF Strategy: 25 Years] in 2009.

The expertise and insightfulness of a work group coordinated by Josep-Eladi Baños, vice-rector, professor of Pharmacology and the triumphant driving force behind this initiative, have been vital to this document's existence. Emma Rodero, vice-rector and tenured lecturer of Audiovisual Communication and Advertising; Francisco Fernández Buey, professor of Moral and Political Philosophy; Josep Maria Vilajosana, professor of Philosophy of Law and dean of the Faculty of Law; and Milagros Pérez Oliva, an outstanding journalist and a member of UPF's Board of Trustees, have all been part of that group, which has also benefitted from the perceptiveness, generosity and familiarity with UPF's specific traits of Anna Belchi, who is in charge of the General Services Section at Poblenou, and the postgraduate student David Molina. We should all be grateful to them for their contribution to defining the principles and values we ought to observe.

The principles and values in question shape UPF's genetic code, which, unlike those of living beings, establishes the way we are on the basis of the way we wish to be. It combines integrity and freedom with responsibility and equality, as is to be expected of an early-21st-century university institution. The said principles and values encompass long-standing notions (such as never passing off someone else's ideas as your own, be it in writing or orally) adapted to the needs of today (copying and pasting content from Google is extremely risky, as you might be appropriating other people's ideas without being fully aware of it).

This code of ethics is not, however, a set of rules to be applied mechanically, as if it were an algorithm or a track along which a train must run. It is therefore not a document with legal force, not a system of rules of law. If I may use a metaphor, it is not a finished score that specifies exactly how the music it denotes is to be played, but rather a collection of jazz arrangements that may be interpreted in different ways, all of them legitimate.

I recommend that you read it and call on you to interpret it freely.

Barcelona, 26 July 2012

Josep Joan Moreso
Rector, Pompeu Fabra University

CONTENTS

I. Preamble	7
II. Basic elements of the legal framework applicable to UPF	8
III. Ethical principles on which university life is based	9
1. Integrity	9
<i>a. Academic integrity</i>	10
<i>b. Scientific integrity</i>	10
<i>c. Recognition of contributions</i>	11
<i>d. Falsification of documents and alterations to data</i>	11
<i>e. Truthfulness in academic assessments</i>	11
2. Academic freedom	12
3. Professional responsibility	13
<i>a. Competence to teach</i>	13
<i>b. Reasoned decisions</i>	14
<i>c. Responsibility in the learning process</i>	14
<i>d. Authorship and plagiarism</i>	14
1. Definitions	14
2. The prohibition of plagiarism	15
3. Incorrect citations	15
4. Individualization, assessment and authorship in group work	16
4. Honesty	16
<i>a. Use of university resources</i>	16

<i>b. Respect for UPF's good name and reputation</i>	17
<i>c. Conflicts of interests</i>	17
5. Equality	18
<i>a. Non-discrimination</i>	18
<i>b. Measures for guaranteeing equal opportunities</i>	18
6. Privacy and confidentiality	18
<i>a. Information used in academic activities</i>	19
<i>b. Confidential information in internships</i>	19
<i>c. Personal and academic data</i>	19
<i>d. Confidentiality in relation to committees</i>	20
7. Respect	20
<i>a. Acts of violence</i>	20
<i>b. Intimidation, disorder, coercion and harassment</i>	21
<i>c. Interference with university activities</i>	21
<i>d. Disrespect for university authorities and representatives</i>	22
8. Behaviour involving personal and social risk	22
<i>a. Tobacco and alcohol consumption</i>	22
<i>b. Theft and misappropriation</i>	22
<i>c. Misuse of academic materials</i>	23
<i>d. Non-fulfilment of regulations on library and IT service use</i>	23
<i>e. Behaviour related to potential threats to campus safety</i>	23
<i>f. Illegal or fraudulent use of university facilities</i>	24

I. PREAMBLE

Ever since universities were first created in the Middle Ages, there have been specific regulations that recognize their intrinsic characteristics and give them a distinctive identity. Those regulations, while never incompatible with the law of the land, have allowed universities to enjoy a unique status. However, there is no avoiding the fact that they have been misused at times, and there is no shortage of cases in which the distinction in question has led to unforeseen conflicts.

Over time, university life has become more complex. Inevitably reflecting the societies in which they operate, universities have historically been affected by the same social and political tensions as their respective countries. Against that backdrop, they have participated in numerous citizen-led movements to bring about social changes that have made society fairer. A desire for greater equity in society remains one of the public university system's defining traits and is a factor in institutions' ongoing active promotion of equal opportunities and critical thinking. In Catalonia, universities have made a notable contribution to the recovery of democratic values and the self-awareness of the Catalans as a people, as well as to the spread of knowledge of the territory's culture and history. Nonetheless, with the first decade of the 21st century behind us, new social situations and technological progress are, more than ever, posing challenges to universities' primary social function of using education to transmit knowledge, skills and values for an increasingly complex and dynamic world.

Pompeu Fabra University (UPF) was established, first and foremost, to provide education of the highest quality, conduct cutting-edge research in its fields of work, and meet its environment's social and educational needs. As its 25th anniversary approaches, all indicators confirm that those goals have been fulfilled. Quality training involves all members of the University's community, from teaching, administrative and service staff to students. The close connection between them means that the relationship between one figure's rights and another's duties is not always clearly and explicitly understood, which could jeopardize the harmonious coexistence required for the institution to achieve its goals or lead to situations that are unfair and unacceptable. Such scenarios reinforce the feeling that it is advisable to unequivocally set out ethical principles that the entire university community should share and which ought to be taken into account when UPF is deciding on the nature of the relationship it wishes to have with the society it serves.

II. BASIC ELEMENTS OF THE LEGAL FRAMEWORK APPLICABLE TO UPF

Certain articles of the Spanish Constitution (SC) refer directly to universities, establishing what could be described as university principles, which, in many cases, form the basis of regulations and declarations. That is the case of university autonomy, the most frequently mentioned of the principles in question, which features in article 27.10 of the SC. It is accompanied by a very closely related principle, that of academic freedom for faculty, which article 20 of the SC recognizes immediately after acknowledging the right to engage in scientific and technical creation. University autonomy is essentially an instrument for facilitating and reinforcing academic freedom in teaching and research activities.

A university is more than just a receptacle for lecturers and researchers who enjoy scientific freedom and share facilities and equipment. Public universities must fulfil the obligations established in article 103 of the SC, i.e. acting in accordance with the principles of efficiency, hierarchy, decentralization and coordination, among others. Consequently, regulations on how universities operate, encompassing everything from their highest-ranking governing body to their simplest teaching assessment procedure, do not merely implement such institutions' right to organize themselves but also establish their duty to fulfil their educational, scientific, economic and social goals.

In Catalonia, university autonomy is shaped by two authorities with a range of powers that influence university life enormously. The Spanish state has reserved some of those powers for itself, but there is a regulatory space between them and the university autonomy that the SC guarantees, and it is filled by the Statute of Autonomy of Catalonia. The space in question is by no means insignificant, as can be seen in article 172 of the Statute, which contains a respectable list of powers corresponding to the Government of Catalonia. University autonomy notwithstanding, those powers are classified as "exclusive" to the Government of Catalonia (e.g. determining the study programmes that each university may teach, creating public universities, and financing universities using its own funds and state funds for university education) or "shared" thereby (e.g. affiliating centres to a university, regulating university admission, and appraising quality and excellence).

Some of the principles that the SC recognizes have been developed further in specific regulations. They include the right to privacy and to control the automated processing of personal data, which is fully regulated under Constitutional Law 15/1999 on personal data protection, and with regard to the activity of the Catalan and Spanish data protection agencies. Additional provision 21 of the

Constitutional Law for the Amendment of the Constitutional Law on Universities (LOMLOU) establishes a number of specific exceptions to Constitutional Law 15/1999 in relation to periodic student assessments and university staff's teaching and research activity.

As is often the case where rights of a social nature are concerned, the laws that govern them not only establish defensive mechanisms for the people concerned but also call for proactivity rather than solely reactivity. Some specific regulations, such as those on the promotion of equality which, on the basis of the constitutional principles set out in articles 9.2 and 14 of the SC, were developed in relation to gender in Constitutional Law 3/2007 and to disability in Law 51/2003, have been given university-related stipulations (in additional provision 12 of the LOMLOU and additional provision 24 of the Constitutional Law on Universities respectively, in the aforementioned cases). In every case, those stipulations provide for preventative or compensatory measures, as the devastating effects of institutions' inactivity are commonplace and well known in the field in question.

In the context of that regulatory framework, this code of ethics represents a necessary endeavour to define the moral principles and values on which coexistence at UPF must be based. It should also be regarded as a commitment, made by the University's entire community, to working together to make UPF a fairer institution.

III. ETHICAL PRINCIPLES ON WHICH UNIVERSITY LIFE IS BASED

1. Integrity

Integrity is a basic principle of university life, one that is inherent to such institutions. Without it, there would be constant mistrust in universities, resulting in people making accusations against and criticising one another, which, evidently, would hardly be conducive to their smooth running. Freedom, which is one of universities' main requirements to be able to exercise their function, is inextricably linked to accountability in democratic societies. Only institutions with integrity can approach such transparency fearlessly and without deceit liable to make the way they work difficult for outsiders to understand. In anticipation of potential conflicts or misunderstandings, universities must have an active policy designed to minimize the likelihood of inappropriate behaviour within their communities.

Integrity is an intrinsic characteristic of university activity. In an ideal world, there would be no need for specific provisions to emphasize how vital honest conduct is. Unfortunately, day-to-day activity can give rise to situations that make it necessary to issue periodic reminders of the importance of preserving integrity, applying universally accepted principles to events and circumstances that have to be updated on an ongoing basis.

a. Academic integrity

Academic integrity means all the forms of behaviour linked to teaching, from the perspective of students and lecturers alike, on the basis of shared moral principles. It is a major factor in establishing the trust a community requires. If academic integrity is to be preserved in changing circumstances, constant discussion of what is and is not deemed honest is necessary, with a view to reaching a new consensus thereon. In democratic societies, decisions should be based on consensus wherever possible, although that does not absolve academic authorities of their responsibility for making them.

b. Scientific integrity

Scientific integrity must be a constituent element of the activity of a university whose main objectives include first-rate research. The very nature of research means that there are good grounds for taking a different approach here and identifying certain general principles that will need to be developed in a more specific document, such as a code of best scientific practice. Nonetheless, it should be emphasized that research in which human beings participate or animals are used for experimental purposes must always respect the socially accepted principles of bioethics.

Whether basic or applied, science should be a means of furthering knowledge rather than an end in itself. Scientific progress is possible in all areas and none of them should be given intellectual priority over the others. Researchers must act with integrity in their everyday work. Firstly, they must apply the ethical principles of autonomy, justice and beneficence to project design and execution. Secondly, they must adhere to recognized standards when publishing project results, avoiding unacceptable behaviour such as publishing the same intellectual material more than once, concealing relevant data or using false data. Thirdly, they must duly recognize everyone who has been involved in their research processes, particularly those with less scope for claiming their rights, such as students. Lastly, researchers must act with integrity towards their institution, as acknowledging its contribution in their publications is one of the requisites for scientific integrity. It should be stressed that violations of the principles of academic integrity affect not only the

people directly involved but also the entire university community of which they are part.

c. Recognition of contributions

In most fields, university teaching and research are activities carried out in teams rather than by individual lecturers. Nonetheless, teams have a hierarchy, be it structural or based on intellectual contribution, in which a distinction is normally made between established members and trainee members (students or those who have recently completed a PhD).

Each member of a team contributes to the end result of its teaching or research activity in one way or another, and it is therefore necessary to recognize how they have done so. There has not always been consensus on such recognition. Some scientific publications, for example, specify who may be deemed a paper's author and who is to be included in its acknowledgements section, and it is not unusual to be asked about the exact nature of each author's contribution to a project's end product. In group work, it is advisable to draw up a memorandum of undertaking that establishes each member's role.

d. Falsification of documents and alterations to data

Falsification consists of submitting doctored originals or of deliberately using inaccurate data in requests, applications, forms or any other kind of administrative document with a view to obtaining benefits in an academic process. Universities must always censure and penalize falsification.

Falsifying, altering or omitting relevant data breaches the principle of trust that the university community must follow, and thus constitutes a serious misdemeanour. Resorting to such practices to circumvent the principle of equality and obtain undue benefits or privileges must be condemned. University community members should regard such misconduct as extremely detrimental to the goal of observing the principle of equal merit, an ideal that is necessary for fairness in all areas of society.

e. Truthfulness in academic assessments

Academic assessments have two functions. The first is to check that the objectives and competences envisaged in a subject's course plan are being met and acquired respectively. The second is to demonstrate that students have attained the minimum levels established for them to be awarded the qualification corresponding to their

study programme. With regard to the former function, academic assessments are vital for lecturers and students alike, as they show whether or not all parties are working hard enough to ensure that the envisaged progress is made. The latter function is an aspect of UPF's social responsibility, as it is society that has charged universities with providing higher education and asks that graduates be capable of performing their professional activity properly. Assessments are instruments for identifying what students have and have not learned, and must be unequivocally adapted to the educational goals and competences pre-established in each subject's course plan. Students should not confuse passing with learning. Both lecturers and students must focus on guaranteeing effective learning and not merely passing assessments. Copying and plagiarism are forms of misconduct to which the corresponding prescribed punishments must be applied, not only to demonstrate the university community's rejection thereof but also to prevent the reputation of UPF and its graduates being harmed.

2. Academic freedom

This term refers to lecturers being able to carry out their activity without being persecuted, censured or expelled from their university. The concept originated when many societies were not entirely democratic and dissent was liable to lead to reprisals. It should therefore be interpreted differently in modern societies, whose political and social organization revolves around democracy. 21st-century society recognizes universities' right to organize themselves independently and their lecturers' entitlement to express themselves freely, within the law.

Thus, academic freedom is one of the central aspects of university activity. It consists of the freedom to teach, study and research that inspires the altruistic search for truth and knowledge. It is a concept with an institutional and a personal dimension.

Its institutional dimension lies in the autonomy that universities enjoy in terms of organizing the education they offer, choosing which subjects to include in curriculums and specifying their essential content.

The concept's personal dimension is based on what it represents for university community members. It involves the right to receive a quality education in the case of students; the right to freely generate scientific, technical and humanistic output in that of researchers; and the concept of academic freedom for faculty in that of lecturers.

Universities must meet the challenge of suitably combining the different aspects of academic freedom's personal dimension.

Academic freedom for faculty consists of university lecturers' right to freely disseminate their thoughts, ideas and opinions in their teaching activity. Its basis is the need for universities to contribute to the development of independent knowledge uninfluenced by official criteria, both by freely presenting research and determining the direction that teaching is to take on one hand, and by being able to oppose the imposition of any given ideological orientation on the other.

However, academic freedom for faculty is not without limitations. Firstly, and logically, it must be compatible with students' fundamental rights, meaning, for example, that the teaching method used must not result in discrimination against anybody. Secondly, bearing university autonomy and the scope for organization it entails in mind, academic authorities may restrict the said freedom as necessary to guarantee adequate coordination in each study programme and ensure that students are able to exercise their right to receive a relevant education on an equal footing. To that end, universities may, among other things, classify certain elements of subject content and of teaching and assessment methods as indispensable. Nonetheless, reasonable, objective criteria that rule out arbitrariness must be applied to the exercise of such organizational powers.

3. Professional responsibility

a. Competence to teach

UPF must establish the processes necessary to guarantee that its lecturers are competent to teach. That affects its general institutional policy and the policy of each of its departments. UPF must only contract professionals who meet the highest requirements, especially in the case of core teaching staff. The University must establish a process that guarantees that newly qualified lecturers receive the training they need to fulfil the teaching-related requisites that will be applied to them. Its departments must take not only scientific excellence but also competence to teach into consideration in their policies related to teaching staff, and must use appropriate means to ensure that that is the case in all recruitment and promotion processes. The methods used to periodically assess the said competence must enable departments to detect and correct possible shortcomings. All processes involving monitoring and tutoring the University's students are especially important, particularly in the case of PhD students who require individualized monitoring throughout the process of writing their doctoral thesis.

b. Reasoned decisions

Deciding is an essential part of governance in all areas, and decisions are not always unanimously accepted. University authorities must make decisions that are predominantly explicit by interpreting the relevant regulations, and must issue verdicts for or against people's interests. Given their consequences, it must be guaranteed that all processes are carried out transparently and with the necessary diligence, to ensure that they are legally sound. Accordingly, decisions must be duly reasoned (explaining the logic behind them and the regulations applied in making them) and issued within a reasonable period of time to avoid any negative effect on those involved.

c. Responsibility in the learning process

All UPF's students are duty-bound to act responsibly where their learning process is concerned. The University must provide the tutoring resources required to detect and deal with students' learning-related difficulties, notwithstanding the application of the appropriate regulations in cases of inadequate academic performance. Academic authorities must use the resources at their disposal as efficiently as possible and take measures to enable them to do so. The final say on specific situations corresponds to the Board of Trustees (civil society's representative within UPF), which must appraise them and make impartial decisions thereon.

d. Authorship and plagiarism

Universities are the main producers of knowledge in modern societies. Generating knowledge is one of lecturers' primary functions, and they exercise it on the basis of reflection, study and research. Given its importance, it is essential that students receive the training they need to be able to participate in the process as soon as possible. Social acceptance of those who create knowledge is an important aspect of the aforementioned process, as is preventing the misappropriation of other people's ideas or discoveries. In that context, the right to recognition of authorship is a fundamental principle of societies that regard the production of knowledge as one of their key characteristics. Lack of such recognition inevitably leads to plagiarism, one of the greatest social ills in the creative arena.

1. Definitions

Plagiarism can be defined as the appropriation of another person's ideas, words, works, etc. As far as universities are concerned, the term applies to any situation in

which someone appropriates something that someone else has created and fails to explicitly acknowledge its source.

The concept of plagiarism is linked with that of authorship, which involves recognition of work and of the creation of knowledge, something to which particular importance is attributed in universities. All such institutions must make respect for authorship one of the fundamental principles of their day-to-day activity. As university community members, students must also adopt the principle in question.

2. The prohibition of plagiarism

UPF must resolutely reject behaviour that involves engaging in plagiarism for any purpose, and must do all it can to detect and prevent it. In the case of lecturers and researchers, plagiarism is defined by regulations and can ultimately lead to criminal proceedings. To avoid accidental plagiarism, UPF must establish a range of measures geared to informing students new to the institution of the consequences of violating the prohibition of plagiarism.

The paradigm shift in assessment brought about by the European Higher Education Area has made it harder to ascertain by whom a piece of work has actually been carried out. Plagiarism breaks the bond of trust between lecturers and students, and has extremely negative consequences. It entails violating the principle of equality in relation to students who work honestly to fulfil educational objectives. It is also detrimental to the relationship of trust with the society that funds studies.

Any individual who voluntarily lets another person benefit from their work without the latter having contributed thereto sufficiently to be deemed its author should be regarded as a participant in plagiarism. That applies to anyone who allows others to copy their assessment exercises, provides others with the solutions to such exercises, or lets others claim co-authorship of their work without having earned that status.

3. Incorrect citations

Creation, in its different forms, must be a source of pride and recognition, as it enables members of society to make scientific, technological and intellectual progress. It is therefore an asset that everyone committed to furthering knowledge should protect and nurture.

In university activities, it is absolutely compulsory to acknowledge referenced contributions by means of precise citations that make it possible to clearly identify

what is an individual's own work and what is somebody else's, leaving readers in no doubt as to how each person has shaped the end result. Failure to do so is a form of plagiarism. Academic authorities in general, and lecturers in particular, must help students learn what does and does not constitute plagiarism and how to correctly indicate the use of any element belonging to another author in their own written work and oral presentations. To that end, specific activities must be organized for students in their first few months at UPF. After that time, no student may plead ignorance.

4. Individualization, assessment and authorship in group work

Teamwork is a cross-disciplinary competence of great relevance to professional life. UPF must therefore nurture its acquisition, which it generally does by giving students activities (projects, presentations, etc.) to prepare and carry out in groups. As is the case in real working life, the task of managing and assigning responsibilities is not always straightforward, as it involves a learning process that lecturers must facilitate through activities that contribute to its definition. Ultimately, it is up to the group to improve its procedures to successfully complete the task, that being one of the basic goals of such activities. It is important, however, to establish exactly how each member of the group is responsible for the end product. All work should thus include a list of tasks where the group member who has performed each of them is indicated, so that the way responsibilities have been distributed is very clear and the lecturer can accurately gauge each member's contribution. The same effect can be achieved by means of a statement in which all group members mutually acknowledge each other's contributions. Such a document would prevent any single member falsely claiming to be the sole author of the corresponding work, as they would have to recognize the input of the others when seeking to publish it.

4. Honesty

a. Use of university resources

UPF has a substantial collection of documents in multiple formats, which members of its community may use for different purposes related to education and learning in general. Community members must respect the said collection in the various ways established. There are well regulated channels for consulting and loaning documents, designed to make it possible for the whole community to use them on an equal footing. Preserving and, where possible, adding to the collection must be standard practice for community members, as the community is merely

its usufructuary rather than its owner and must ensure that it reaches future generations in the best condition possible.

Making university resources available for use is connected to UPF's mission, and they should never be employed for purposes incompatible with its functions or for personal gain. Their use for purposes unrelated to the areas in which UPF works must be expressly authorized by the corresponding authorities, which shall resolve any conflicts that may arise in each case.

b. Respect for UPF's good name and reputation

UPF's good name and reputation are an asset built up by the students and teaching, administrative and service staff who have preceded us. All members of the University's community must be acutely aware that people associate their deeds, opinions and behaviour with the institution when they act on its behalf. While that should not constitute a limitation to freedom of expression, it is an important point that should always be borne in mind. Individuals in positions of academic responsibility must make a particular distinction between when they are acting in their own name and when they are acting as institutional representatives. All university community members must ensure that their actions of a purely personal nature do not damage UPF's external image.

c. Conflicts of interests

A conflict of interests is a situation in which an individual's personal interests are at odds with those they must serve as a member of a group, institution or governing body. While it is often the case that both sets of interests are legitimate, the problem stems from one of them being liable to have an inappropriate bearing on a decision to be taken.

A conflict of interests occurs when a person has to make a decision influenced by two sets of circumstances, the first corresponding to their institutional work and responsibilities, and the second to their personal interests, which the decision in question affects. Such conflicts can arise at all levels in the University, and the people involved need to be sufficiently aware of them and avoid making decisions that entail them. Even if a decision made in such a situation is genuinely impartial, there is always a chance of it attracting criticism due to the possible interest therein of the person making it. Individuals should abstain from taking decisions likely to generate suspicion so as to avoid criticism and misunderstandings. In any case in which a person is unable to conclusively determine whether or not they

have a conflict of interests, they should refrain from participating in taking the corresponding decision. UPF must establish the necessary mechanisms to enable anyone involved in making decisions to be exempt from doing so where such conflicts exist.

5. Equality

a. Non-discrimination

All university community members have the right not to be discriminated against on the grounds of birth, racial or ethnic origin, gender, religion, disability, political or sexual orientation, gender identity, socioeconomic status, language or any other personal or social circumstance, the only requirement being their acceptance of the rules of democracy. Respect for diversity and acceptance of other points of view should be the basis of the democratic behaviour that must characterize interpersonal relationships at UPF. The academic authorities must take appropriate measures to prevent discrimination against any community member on the aforementioned grounds. Universities have a tradition of recognizing diversity and being open to any debate, the only condition being personal and collective respect. Nobody is entitled to discredit anybody else or deny them their right to express themselves pacifically and democratically. Doing so would be a manifestation of intolerance.

b. Measures for guaranteeing equal opportunities

UPF applies the principle of equal opportunities for the members of its community and must implement the measures it deems necessary to guarantee such equality. With regard to teaching, administrative and service staff, steps must be taken to prevent discrimination on any grounds and to ensure that teaching and administrative positions are given to those who most deserve them. In the case of students, UPF must take the action required to make it possible for anyone with a disability or special educational needs to be adequately attended to.

6. Privacy and confidentiality

In teaching and administration, it is very often necessary to identify university community members and transmit data to make it possible to carry out many of the activities and procedures vital to all processes functioning correctly. To that end, personal data processing regulations, which frequently require confidentiality, must be scrupulously adhered to.

The academic and administrative authorities must ensure that the right to privacy is safeguarded and that access to restricted data takes place in accordance with clear regulations thereon. The privacy of all external individuals and organizations involved in university activities for any reason must also be respected in the same way.

a. Information used in academic activities

Using real-life examples or case studies involving clearly identifiable organizations or individuals is a common practice in some academic activities. If such examples or case studies refer to situations generally known to the public (having been covered by the media, for example), there is no need to anonymize them. If, on the other hand, university community members have had access to information that is not generally available to the public, they may use it provided that they take great care to ensure that those to whom it refers cannot be identified. That would apply, for instance, to exercises involving dossiers on existing businesses or the analysis of patients' medical records. In all such cases, community members must be sure to respect the privacy and prevent the identification of individuals and organizations.

b. Confidential information in internships

Whether undertaken in UPF itself, its companies or institutions, or external companies or institutions, internships may involve access to confidential information that should never be passed on to anyone outside the relevant organization. Some companies and institutions require students to sign a document (a confidentiality agreement) in which they promise not to reveal anything they see or hear during their internship to third parties. That is a common practice in areas in which the circulation of certain information could endanger a project, an investment or a reputation. Interns from UPF are the face of the University as far as companies and institutions are concerned, and their failure to behave appropriately could bring cooperative arrangements to an end, to the detriment of students who would be unable to take advantage of them in subsequent years.

c. Personal and academic data

As a legal entity subject to personal data protection laws, UPF guarantees the members of its community their right to personal data protection and applies appropriate security measures to that end. UPF pledges not to supply third parties with any of its community members' data on the basis of which it might be possible to identify them or contact them for purposes not of a strictly academic nature,

unless the community members concerned consent thereto. Within the University, teaching, administrative and service staff must take particular care to issue data deemed sensitive and private (e.g. assessment data, grades) in such a way that it is anonymous or only accessible to the relevant individual, unless an administrative procedure requires otherwise. The processing of personal data, including its disclosure, is subject to the express consent of its owner, except where stipulated otherwise by law. The obligations of UPF employees who work with personal data and those of any third parties who may have access thereto under a contractual arrangement are clearly specified in the University's regulations.

d. Confidentiality in relation to committees

Taking part in the activity of committees is both a right and a duty of university community members. The information presented and the deliberations that take place in committee meetings must be treated as confidential in cases in which the circulation of data, opinions or other information could affect any individual. UPF must ensure that committee members are aware of and conscientiously observe the principle in question.

7. Respect

A genuine university community can only exist if its members work together to create and pass on knowledge, participate in the organization of learning processes, and treat each other with respect in the exercise of their functions. Various acts and attitudes can undermine those basic principles and end up shattering the harmonious coexistence the community requires. This subsection looks at some of the acts and attitudes that threaten such coexistence most directly.

a. Acts of violence

Violence is defined as any act of force that disrupts UPF's activities or prevents them from taking place in a normal manner. The University cannot tolerate any act of violence on its premises. In the event of such an act being perpetrated, the academic and administrative authorities may take measures, within the law, to put an end to it. Preserving peaceful coexistence on the University's campuses is one of the academic authorities' main duties and they must never shirk it. Interaction between university community members should be based, first and foremost, on dialogue, which must never be replaced by acts that prevent opinions being expressed correctly in a context of mutual respect.

b. Intimidation, disorder, coercion and harassment

Intimidation is held to mean any act through which someone is threatened to the extent that they feel afraid and refrain from doing something they would have done without that fear. As a direct breach of the moral principle of freedom, intimidation is authoritarian and unacceptable. The university community must do all it can to ensure that its members do not commit acts of intimidation. To that end, the necessary disciplinary measures should be taken and support provided for victims.

Any disagreement within the university community must be resolved through dialogue between those involved, seeking common ground by using existing representation mechanisms or by creating channels for sharing thoughts, ideas and proposals regarding conflict resolution. The university community must not engage in disorder. Everyone should be aware of the risk of legitimate protests becoming disorderly as a result of the acts of uncontrolled groups.

Coercion is the act of limiting someone's intention to say or do something they are entitled to say or do. It is an unacceptable way of restricting free will and must be avoided to protect university community members' freedom of opinion and freedom to act.

Harassment consists of insistently pestering someone with the aim of them acquiescing to behave in a certain way. In our society, some kinds of harassment, such as sexual harassment and harassment at work, are subject to specific legal regulations that exceed the scope of this code of ethics. Nonetheless, all university community members must behave reasonably when making requests, avoid situations that might affect the wellbeing of the people directly involved, and act in accordance with the general rules of coexistence to prevent risks arising. In any case, UPF's governing bodies must endeavour to keep certain forms of conduct from degenerating into harassment and have the duty to intervene where necessary.

c. Interference with university activities

University activities are possible thanks to the hard work of many people and usually involve a significant number of university community members when they take place. Preventing such activities from being carried out shows contempt for other people's time and effort, in addition to depriving community members of their freedom to participate in them and of the benefits they entail. Thus, interfering with university activities for reasons of supposedly greater import cannot be excused. The ideas corresponding to such reasons must be expressed in other ways.

d. Disrespect for university authorities and representatives

University community members must be familiar with the functions and areas of responsibility of UPF's various governing bodies, and accept that their decisions bind the entire community. Disrespectful behaviour towards UPF's governing bodies and representatives is unacceptable, and offensive behaviour liable to harm the University's reputation even more so. Such conduct can endanger the harmony that is essential if opinions are to be exchanged before decisions are made.

8. Behaviour involving personal and social risk

Many forms of conduct involving personal and social risk are covered by general legislation. Nonetheless, some that, due to their nature, may be of particular relevance to universities ought to be mentioned in this document.

a. Tobacco and alcohol consumption

Spain has specific regulations that prohibit smoking in educational establishments. The UPF has taken numerous measures to guarantee compliance therewith, in the view that it is in the best interests of people's health and helps improve quality of life on its campuses. University community members have generally accepted the ban, and UPF must persevere in enforcing it on its premises.

Low alcohol beverages may be consumed responsibly in UPF's catering facilities. They may only be consumed elsewhere on university premises with the express authorization of the person responsible for the relevant area. The University's governing bodies and security services, and, where applicable, the public law enforcement agencies must ensure that the restrictions in question are observed.

b. Theft and misappropriation

While theft and misappropriation both have an established criminal status, it is worth mentioning them in this document. Evidently, both are absolutely unacceptable within the University. Here, however, the concept of personal property ought to be interpreted more broadly than it usually is. In addition to personal effects, it must be deemed to include works arising from intellectual activity, such as projects, presentations or any other work carried out by students or lecturers which might be misappropriated. Misappropriation differs from plagiarism in that

it involves objectively illegal access to intellectual property, which the perpetrator does not necessarily intend to pass off as their own work. For example, hacking into and misappropriating email or server data are forms of misconduct that combine invading the privacy of others and interfering with their property.

c. Misuse of academic materials

Academic materials are held to consist of all the instruments that lecturers place at students' disposal to facilitate their learning process. More strictly, such materials are everything that lecturers create with a view to fulfilling established educational objectives. Course plans for subjects, slides used in lectures, exercises, assignments, problems to be solved and case studies are all examples of academic materials, along with anything else to which the definition in the previous sentence applies. Misuse means using such materials for purposes other than those for which they were created, such as posting them online without permission, copying them to make a profit, or in any way violating the principle of recognizing intellectual property. All university community members are aware of the authorship of such resources and, while specific measures for the protection thereof are not required, they must be conscious of the importance of using them in a reasonable fashion, as well as of the considerable amount of effort that goes into preparing them.

d. Non-fulfilment of regulations on library and IT service use

UPF's library and IT services, which underpin the resources the University offers its community, cannot function properly without the acceptance of certain basic rules set out in the corresponding regulations. All community members must play their part in using library resources appropriately. Additionally, they must respect the basic rules of conduct in library rooms and strictly observe recommendations related to the use of facilities. Some libraries have separate silent and work areas to enable all users to carry out their work appropriately. With regard to IT services, UPF goes to great lengths to keep computers and computer networks in optimal conditions, and any act that breaches the rules thereon is unacceptable. Respect for UPF's hardware and software is essential if university resources are to be used as efficiently as possible.

e. Behaviour related to potential threats to campus safety

Being conscious of campus safety and alert to any situation that poses a threat thereto is a responsibility of all university community members, not only security

professionals. Thus, in practice, it is necessary to behave in ways geared to preventing such threats. This recommendation affects general safety regulations (practical and research laboratories, electrical connections), and encompasses the requirements of being aware of the procedures to be followed in the event of an emergency and of informing the security services of any potentially dangerous situation. Proactive respect for all basic safety rules is conducive to the community's protection.

f. Illegal or fraudulent use of university facilities

Members of UPF's community may use university facilities freely, subject to inevitable organizational restrictions, provided that such use is for purposes broadly related to academic activities. With a view to resources being allocated appropriately, permission to use them must be requested in certain circumstances. To guarantee suitable use, facilities are not to be used for acts or activities not clearly related to the University, nor for any that might violate human rights or the principles of harmonious coexistence and respect for other people. Authorization must be obtained to use university facilities for activities that entail a profit for their organizers or for any act outside normal teaching hours. University authorities must ensure that the specified rules are fulfilled to avoid facilities being used for purposes other than those for which they are intended.