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DEBRE MARKOS UNIVERSITY

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### 1, PURPOSE

A formal code of conduct for legal professors and instructors serves multiple essential functions that enhance both the educational experience and the integrity of the legal profession. It establishes clear ethical standards and expectations that promote professionalism, respect, and accountability, fostering a positive learning environment. This is crucial as educators shape future legal professionals, emphasizing integrity, equity, and respect for diverse opinions.The code also establishes accountability, holding educators responsible for their actions and fostering trust between faculty and students. It provides students with a mechanism to address grievances, ensuring a sense of security in academic settings, which is vital for the credibility of legal education.Additionally, a codified code enhances the school's reputation by demonstrating a commitment to ethical principles, which strengthens its mission to produce competent and responsible lawyers. This commitment attracts prospective students and fosters relationships with alumni and legal associations.Furthermore, the code encourages ongoing discussions about professionalism and ethics, facilitating workshops and seminars that keep faculty and students informed about evolving ethical challenges. This continuous engagement fosters a culture of ethical awareness that prepares students for real-world moral dilemmas. Any breaches of the code will be reviewed and addressed according to established policies**.**

## 2, Statement of Values

Relative to the importance of these code of conduct for teachers and law professors is its capacity to set the groundwork for moral and professional norms that govern faculty conduct in the classroom. This code achieves a number of important goals: it establishes a culture of respect and professionalism through the encouragement of integrity and responsibility; it improves the learning environment by giving students a safe and supportive environment; and it reaffirms the obligation of legal educators to set an example of moral behavior that will influence the future of the legal profession. By establishing solid expectations of behaviors and providing a template for ethical problem resolution, the code allows faculty members to act on the principles of justice and fairness as they ready their students for workplace moral issues. Lastly, a robust code of conduct not only sets the bar high for legal education but also contributes to the credibility and integrity of the legal profession as a whole, reiterating the commitment of instructors to deliver competent and ethical professionals**.**

## 2.1 HONESTY

**(2.I.1).** Professional Integrity

Conducting Classes with Integrity: Legal professors should conduct classes honestly and with integrity, ensuring that the information and knowledge shared are accurate and up-to-date.Avoiding Misrepresentation: They should avoid misrepresenting themselves or any information in the classroom, which can include falsifying credentials or misrepresenting the curriculum

**(2.1.2**). Adhering to Professional Ethics

Confidentiality: Legal professors should maintain confidentiality regarding student records, academic performance, and any personal matters.Informed Consent: When dealing with sensitive subjects, such as client cases or confidential information, legal professors must ensure that students are properly informed and consent is obtained, if applicable.

**(2.1.3).** Research and Academic Honesty

Originality of Work: Legal professors and instructors are expected to ensure that their own work, including research and publications, is original and free from plagiarism and other forms of academic dishonesty.Accurate Citation: In their teaching and research, lawyers should provide accurate citations to the sources they use, avoiding any form of intellectual property theft.

**(2.1.4).** Interactions with Students and Colleagues

. Respect to Colleagues: Honesty also means maintaining a respectful rapport with colleagues, including other professors, staff members, and administrators, and never resorting to dishonesty or deceit in interaction with them.Adequate Open Communication with Students: Proper communication with students matters. Legal professors should be candid with students in terms of what is expected, grading criteria, and any modifications to the course requirements or the curriculum

**(2.1.5).** Self-Reflection and Accountability Admission of Mistakes: If a legal professor or teacher discovers a mistake in their instruction, research, or interaction with students, it is required that they admit and correct it in an honest and transparent manner.Personal Growth: Personal growth and enhancement of teaching, mentoring, and research practices is a must. Willingness to admit areas of improvement and to receive constructive criticism is a sign of professionalism and dedication to work

# 2.2 RESPECT OF OTHER

**(1)HonorinStudents:**  
Diversity & Inclusion: Recognize and value each student's unique experiences, viewpoints, and backgrounds. Open Communication: Promote candid discussion, pay attention to students' worries, and offer helpful criticism. Fair treatment: Make sure that evaluations and interactions are founded on merit and fairness by treating every student equally and impartially. help and Guidance: Provide students, especially those who might be having trouble, with both intellectual and emotional help.

**(2)courtesy toward coworkers**: Professional Cooperation: Encourage a spirit of collaboration and partnership among fellow faculty members, valuing their expertise and contributionConstructive Feedback: Provide respectful and constructive feedback on colleagues' teaching and research, helping to promote professional growth.Academic Freedom: Uphold the principle of academic freedom, respecting the right of colleagues to express diverse viewpoints and engage in scholarly debate

**(3)**.**Respect for the Legal Profession:**Professional Integrity: Model ethical behavior and integrity in all interactions, reinforcing the values of the legal profession for students.

Mentorship: Serve as a mentor to students and junior faculty, helping to guide them in their academic and professional journeys.

Community Engagement: Engage with the legal community, participating in outreach, pro bono work, and networking, while respecting the roles of practitioners and scholars alike.

**(4).Respect for Institutional Policies**:Adherence to Guidelines: Follow university and college policies regarding conduct, grading, and academic integrity.

Support for Institutional Mission: Respect the mission and values of the educational institution, contributing positively to its goals and objectives.

**(5)Respect for the Learning Environment**:Creating a Safe Space: Promote a safe and respectful classroom environment where all students feel valued and empowered to participate.

Encouraging Dialogue: Foster an atmosphere of mutual respect in discussions and debates, ensuring that differing opinions are welcomed and considered.

**(6)Respect for Personal Boundaries:**.Professional Boundaries**:** Maintain appropriate professional boundaries in teacher-student relationships, ensuring that interactions remain respectful and professional.

Confidentiality: Respect students' privacy and confidentiality, particularly regarding personal issues that may arise in the educational context.

**(7).Respect for Intellectual Contributions:**Acknowledgment of Work: Properly cite and acknowledge the contributions of students and colleagues in academic work and discussions.

Encouragement of Innovation: Support and encourage innovative thinking and scholarship among students and colleagues, valuing their intellectual contributions.

By adhering to these duties of respect, legal professors and instructors can create a supportive, equitable, and collaborative academic environment that enhances learning, cultivates professional development, and fosters a strong sense of community within the legal education landscape.

# 2.3 CONFIDENTIALITY

**(1)..Relationships with Students**: Legal professors and instructors frequently form strong bonds with their students, who may confide in them about their personal lives or ask for guidance on both academic and professional issues. Teachers must uphold the confidentiality of any information shared in these situations. Students are able to participate more fully in their schooling without worrying about their private affairs being revealed because this promotEs trust andopencommunication.   
**(2).Classroom Discussions**: Real-world instances, moral conundrums, and delicate legal matters are frequently the topics of discussion in legal education. To safeguard the identities of the people or organizations involved in such situations, professors must be careful to anonymize any information discussed in class. This responsibility also includes making sure that case studies and other hypothetical situations used in the classroom are presented in a manner that safeguards confidentiality.

**(3).Research and Publications:** When legal instructors engage in research or publish materials, they must be vigilant about maintaining confidentiality regarding sensitive data or client information that may arise during their work. This is particularly important in empirical studies or case studies that may involve actual legal matters or client interactions.

**(4).Mentorship:** Many legal professors serve as mentors to their students, guiding them through professional development, internships, and career planning. In this capacity, educators may receive confidential information about students' aspirations, challenges, or ethical concerns related to their legal careers. Upholding confidentiality in these relationships is vital for nurturing a supportive and trusting mentor-mentee dynamic.

**(5).Interdisciplinary Collaborations**: Legal educators often collaborate with professionals in other fields, such as psychology, social work, or business. In such interdisciplinary work, there may be instances where confidential information is shared across professional domains. Legal professors must be aware of the confidentiality standards relevant to both their field and the collaborating profession to ensure compliance and maintain ethical integrity.

# 3, RESPONSIBLITIES OF LEGAL PROFFESOR/INSTRUCTOR

**(1).** Teach and convey complicated legal ideas: To help students grasp legal principles, regulations, and precedents,clearlyexplainandprovideexamples.   
**(2)**.Create and revise the course materials: Make sure that study guides, lesson plans, and curricula are up todate,accurate,andinterestingbycreatingandrevisingthem.  
**(3)**Create a welcoming atmosphere for learning: To support students' development, encourage debate, discussion,andactiveengagementwhileofferinghelpfulcriticism.   
(**4)**. Create and distribute tests, assignments, and assessments to gauge students' comprehension and give themperformancefeedback.   
**(5)**.Assist students in developing their abilities, passions, and career aspirations while providing advice on academicandprofessionalissues.   
**(6).**Perform scholarly research: Continue your writing and research to stay up to date on legal changes and make a contribution. to the field of legal scholarship.

**(7).**Serve on faculty committees: Participate in faculty governance, curriculum development, and other committees to promote the academic mission and goals of the institution.

**(8)**Provide service to the profession: Engage in professional activities, such as bar association work, pro bono service, and community outreach, to promote the legal profession and serve the public interest.

**(9).** Stay current with developments in the law: Participate in continuing education, attend conferences, and engage in other professional development activities to stay up-to-date with changes in the law.

**(10).**Promote diversity, equity, and inclusion: Foster an inclusive learning environment, promote diversity and equity, and address issues related to bias, discrimination, and social justice.

**(11).**Use technology effectively: Leverage technology to enhance teaching, learning, and assessment, and to promote student engagement and accessibility.

**(12).**Uphold academic integrity: Maintain high standards of academic integrity, enforce policies related to plagiarism and academic dishonesty, and promote a culture of honesty and respect.

# 3.1 Responsibilities of Students:

**(13).** engage in the learning process: Attend classes, participate in discussions, and complete assignments to get the most out of the course.

(**14).**Seek help when needed: Ask questions, seek feedback, and consult with the instructor or teaching assistant when struggling with course concepts or materials.

**(15).**Maintain academic integrity: Uphold the highest standards of academic honesty, properly cite sources, and avoid plagiarism and academic dishonesty.

# 3.1.2 Responsibilities of the Institution:

**(16**).**Offer resources and support:** Give teachers and students the resources and support needed to succeed, e.g., technology, library services, and academic support programs.

**(17).** **equity, and inclusion**: Foster a diversity, equity, and inclusion-conscious culture that is committed to diversity, equity, and inclusion, and provides diverse students with opportunities for their success.

**(18).Ensure academic freedom:** Protect the academic freedom of faculty members to teach, research, and speak freely, as well as ensure that students are protected from harassment and discrimination.

**(19).Evaluate and improve programs:** Regularly evaluate and improve scholarly programs, including the curriculum, teaching methods, and student outcomes, to ensure their relevance, effectiveness, and excellence.

# 4 CODE OF PROFESSIONAL ETHICS

**LEGAL PROFFESOR /INSTRUCTOR AND THEIR RESPONSIBILITIES** A professor's or teach er's role is not just to impart knowledge; it's about building the futurelawyers and upholding moral standards and integrity. Individuals who decide to pursue a career in teaching in the legal field assume a sacred responsibility to conduct themselves according to the ideal standards ofthprofessionAn instructor's or professor's role is not merely imparting information; it's about building the futurelawyers and upholding moral principles and integrity. Those who pursue teaching as a profession in the legal field assume a serious responsibility to conduct oneself in conformity with the aspirational standards ofthprofession

**DedicationtoProfessionalHonesty**Legal educators are always being watched, both by their pupils and by the general public. The next generation of attorneys, judges, and legal experts are shaped by their beliefs and ideals. Consequently, it is essential that educators live up to the values they promote. A legal professor must make sure that their values and professional conduct are in harmony, creating a climate of mutualrespectandtrustwithinthescholarly .  
  
 **CommunicationSkillsandTemperament**  
Professors in the legal education field are expected to have particular traits, including composure, patience, and good communication. Because legal subjects are complicated and frequently controversial, teachers need to be personable and encouraging in order to create a learningatmospher,wherecommunity.

**Maintaining Educational Principles** in national and ethical educational principles in their students is the responsibility of legal instructors. Among these v

alues are a dedication to equity, justice, and the rule of law. Teachers must internalize these values and show a constant congruence between their personal beliefs and their work obligations in order to teach them effectively. Professors must critically interact with the content they teach, offering a range of viewpoints while assisting students in forming their ownwell-informedopinions.

**Responsibility to Nurture Future Leaders**

Legal professors carry the crucial responsibility of shaping the ethical framework of their students, who will eventually become practitioners in the legal field. To this end, instructors must actively promote critical thinking and ethical reasoning, encouraging students to grapple with the moral implications of legal practice. By fostering an atmosphere of inquiry and reflection, professors play a vital role in preparing students to face the complexities and challenges of the legal profession with integrity.

**Continuous Professional Development**

legal educators must commit to their own continuous professional development. This involves staying abreast of legal developments, engaging in scholarly research, and participating in relevant professional organizations. By doing so, professors not only enhance their own teaching but also model lifelong learning for their students, instilling in them a commitment to ongoing education and self-improvementIn summary, the professional ethics of legal professors and instructors encompass a commitment to integrity,

# 5,expectations of Professional Standard

**LEGAL PROFFESOR SHOULD** legal professors and instructors are required to maintain high professional standards due to their pivotal role in shaping the future legal professionals. Such expectations encompass various issues, including academic excellence, ethical conduct, student engagement, and professional development. Below are key expectations of professional standards that **(1).**AcademicProminence Expertise : Professors are required to have a broad base of knowledge about the law and related subjects. This involves staying up to date with case law, new legal ideas, and legal trends. Excellent Teaching: Teachers are required to use effective pedagogic methods that advance student learning. This can involve stimulating discussions, practical exercises, and critical analysis of legal rules.Curriculum Development: Legal scholars can help in the creation of a strong curriculum that covers both coreideasandcurrent legal problems.

**(2).**MoralBehavior Integrity and Honesty: Professors must be role models of integrity and honesty in all professional work, including grading and mentoring. : Professors must be role models of honesty and integrity in all professional work, including grading, mentoring, and with colleagues and students.Confidentiality: Educators have an obligation to maintain confidentiality to students, particularly in sensitive matters that arise within legal education settings.Fairness and Impartiality: Lecturers should judge students' performance fairly and objectively, making an environment in which all the students are given equal treatment.

**(3)**InvolvementwiththeLegalCommunity Professional Involvement: Through attending conferences, legal societies, and public service projects, law professors are able to connect with the larger legal community.Research and study: Through writing, seminars, and research, teachers are required to advance

(**4**)Lifelong LearningContinuous Professional Development: Legal academics should engage in lifelong learning by undertaking continuous education, training, and participation in professional development opportunities. This could involve seeking advanced degrees, workshops, and participating in legal education conferences. Disciplinary rules for legal professors and instructors are essential in maintaining standards of professionalism, integrity, and accountability within legal education. The rules offer a mechanism for handling misconduct and ensuring educators meet their ethical and professional responsibilities. The model set of disciplinary rules below is tailored specifically for legal professors and instructors:

# 6,Disciplinary Rules for Legal Professors and Instructors

**1.** **Adherence to Professional Ethics** Professors must adhere to the requirements of the relevant code of professional ethics and conduct for legal education. Failure to follow these ethical standards can lead to disciplinary actions.

**2**. **Academic IntegrityProfessors** must maintain the highest standard of academic integrity by not engaging in any form of plagiarism, data fabrication, or unethical research practices. Failure to uphold academic integrity can result in severe sanctions.

**3.** **Respectful Treatment of Students P**rofessors must interact with students in a dignified and respectful manner. Harassment, discrimination, or any other form of inappropriate behavior towards students will not be tolerated and may lead to disciplinary action.

**4.** **Confidentiality Educators must keep sensitive student information**, including academic records and personal disclosures, confidential. Breach of confidentiality will result in disciplinary action.

**(5**). **Professional Conduct** Professors are expected to conduct themselves in a professional manner within and outside the classroom setting. This includes maintaining appropriate boundaries with students and colleagues. Unprofessional conduct, such as engaging in conflicts of interest or inappropriate relationships, can lead to disciplinary action.

**(6).** **Compliance with Institutional Policies** Professors must comply with all institutional policies, including those related to reporting requirements, attendance requirements, grading, and other academic practices. Non-compliance can result in disciplinary action.

**(7)**. **Participation in Institutional Governance** Professors are expected to participate in institutional governance and uphold the reputation of the institution. Behavior that disrespect colleagues or the institution, such as public criticism or undermining of institutional authority without using due channels, can invite disciplinary action.

**(8)**. **Reporting Misconduct** Professors are required to report any misconduct of a colleague or student they have observed or suspect, for example, unethical behavior, academic dishonesty, or violations of professional ethics. Failure to report such misconduct will result in disciplinary action.

**(9).** **Involvement in Continuous ImprovementProfessors** are required to be involved in ongoing professional development in a bid to stay competent and effective instructors. Failure to engage in professional development or failure to fulfill teaching responsibilities may result in disciplinary action.

7 prohibited act for legal professor/INSTRUCTER

**(1).Academic Dishonesty**: Engaging in plagiarism, falsification of data, or other questionable research techniques.  
  
**(2). Misrepresentation**: Misrepresenting qualifications, credentials, or the character of courses offered and providing false information to students or to the institution.  
  
**(3). Disrespectful Treatment**: Harassing, discriminating, or showing any type of improper behavior against students, colleagues, or employees.  
  
**(4). Violation of Confidentiality**: The disclosure of confidential information about students, including academic records, personal disclosures, or classroom discussion without proper permission.  
 **(5). Conflict of Interest:** Engaging in relationships that may create a conflict between personal and professional obligations, including improper relationships with students.  
  
**(6). Neglect of Responsibilities**: Failure to fulfill teaching, mentoring, or administrative duties, and failure to participate in institutional governance or professional growth.  
  
**(7). Failure to Report Misconduct**: Failure to report witnessed ethics infractions, academic dishonesty, or misconduct by colleagues or students.  
  
**(8)Insubordination**: Refusal to comply with institutional policies and procedures for grading, attendance, and academic integrity.  
 **(9). Unprofessional Conduct**: Behavior that lowers the institution's or the legal profession's image, for example, public disparagement of the institution without proper channels.  
  
**(10). Abuse of Students**: Taking advantage of the professor-student relationship for personal gain, monetary or otherwise.

**Any alleged violations of these standards will be examined in accordance with the institution's official disciplinary procedures. This may include:**

# 8, Displinary measures procedure.

Formulating an effective and transparent disciplinary procedure for legal professors is imperative to maintain the integrity of the academic environment and ensure responsibility in adhering to professional standards. The below is a formal template of disciplinary procedures, which can be modified according to your institution's specific context and requirements:  
  
8.1 Disciplinary Procedure for Legal Professors  
1. **Purpose To** create a clear, fair, and consistent process for addressing breaches of the code of conduct by legal professors.  
**2. Scope** This process applies to all legal professors and teachers at [Institution Name].  
3**. Definitions Allegation**: A complaint made about a professor's conduct that may be a breach of the code of conduct.Hearing Committee: group of individuals responsible for hearing allegations and making recommendations.  
**4. Reporting Violations**  
Who to Report: Any individual (student, faculty, staff) who witnesses or is subjected to behavior that potentially violates the code of conduct can report an allegation.  
How to Report: Allegations must be submitted in writing to [designated official, e.g., department chair, dean, or ethics committee].  
Timeline for Reporting: Allegations must be reported as soon as possible, typically within [30] days of the incident's occurrence.  
**5. Initial Review of Allegations**  
The officer designated will make an initial evaluation of the allegation to determine whether or not it should be investigated.  
An initial ruling can categorize the allegation as valid, invalid, or needing closer evaluation.  
**6. Investigation**  
If the need arises, an investigation will be initiated. The officer designated will:  
Notify the accused professor of the allegations and provide an opportunity for him to reply.  
Collect evidence, which may consist of witness interviews, documentation, and other relevant materials.  
The investigation shall be conducted in timely and impartial manner, normally within [60] days.  
**7. Hearing Process**  
Where investigation finds sufficient evidence of potential malfeasance, a formal hearing will be held.  
Hearing Committee Composition:  
The committee should consist of [3-5] faculty members, including at least one legal faculty member and one administrative faculty member.  
Notification: The professor shall be provided written notice of the hearing's date, time, and location at least [two weeks] ahead of time.  
Rights of the Accused:  
Right to be at the hearing  
Right to present evidence and witnesses on their behalf  
Right to have an advisor (who need not represent them legally) attend with them  
**8. Outcome of the Hearing**  
After the hearing, the committee will deliberate and make a finding by a preponderance of evidence.  
Potential findings could be:  
**No Violation**: The committee finds there is insufficient evidence to support the allegations.  
Violation Confirmed: The committee finds the professor did violate the code of conduct.  
**9. Sanctions**  
If a violation is found, the committee may recommend sanctions, which may be:  
Verbal or written reprimand  
Mandatory training or counseling  
Suspension (with or without pay)  
Termination of employment  
Sanction decision will be made by [designated authority, e.g., the provost or dean].  
**10. Appeals Process**  
The accused professor may appeal the sanction or decision to [a suitable higher authority, e.g., an appeal board].  
The appeal is to be submitted in writing within [30] days of the date of the receipt of the decision.  
Procedural flaws, new evidence, or excessive sanctioning are grounds for appeal.  
**11. Confidentiality**  
All proceedings and allegations will be dealt with on a confidential basis to protect the rights of the parties involved subject to the imperatives of the law.  
**12. Record Keeping**  
The procedure, findings, and outcomes shall be recorded safely by [office name], and records are only accessible to the authorized personnel.  
**13. Final Provisions**  
This procedure shall be reviewed periodically and updated in order to retain its effectiveness and alignment with the institutional goals and legal imperatives.

# Conclusion

The Professional Code of Conduct for Legal Instructors is critical to establishing ethical standards and professional expectations in legal education. It promotes integrity, respect, and accountability for a safe and respectful learning environment that has a lasting impact on future legal professionals. The code demands recognition of the importance of honesty, confidentiality, and proper treatment, which directs instructors as role models. In addition, it establishes standards of academic integrity and ongoing professional development to ensure that legal educators are role models for students. By adhering to this code, legal educators assist in upholding the credibility and ethical basis of the legal profession and establishing a culture of excellence to prepare students for the realities of actual legal practice.

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