**People's Democratic and Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Abdelhamid Ibn Badis University Mostaganem**

**Faculty of Science and Technology**

**Department of ST**

# Course Manual

## ETHICAL AND DEONTOLOGICAL DIMENSION

## (THE FOUNDATIONS)

***1st YEAR SCIENCE AND TECHNOLOGY ENGINEERING STUDENTS***

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**Academic year : 2025/2026**

# Presentation of the module

| | |
|---|---|
| **Field:** Science and technology | **Specialty:** Engineering (1st Year) |
| **Semester:** 1 | **VHS:** 22h 30 (Classes: 1h30) |
| **Teaching unit:** UET 1.1.1 | **Credits:** 1/ **Coefficient:** 1 |
| **Subject:** ETHICAL AND DEONTOLOGICAL DIMENSION (FUNDAMENTALS) | |

## Educational Objectives

Raise students' awareness of ethical principles. Introduce them to both university life (rights and obligations towards the university community) and the professional world. Make them aware of the importance of respecting and valuing intellectual property. Explain the risks associated with moral scourges such as corruption and how to combat them.

## Subject matter

**Chapter.I :** NOTIONS OF ETHICS AND DEONTOLOGY

**Chapter.1I :** REFERENCE SYSTEMS

**Chapter.III :** UNIVERSITY FRANCHISE : THE UNIVERSITY'S FOUNDING PRINCIPLE

**Chapter.IV :** UNIVERSITY VALUES

**Chapter.V :** RIGHTS AND DUTIES OF THE UNIVERSITY COMMUNITY

**Chapter.VI :** HUMAN RELATIONS IN UNIVERSITY WORLD

**Chapter.VII :** PRACTICES OF THE UNIVERSITY COMMUNITY

## Assessment method :

**Exams :** 100%.

## Summary

This document provides an in-depth analysis of ethics and deontology in the research and higher education sector, while emphasizing the need for a regulatory framework that guarantees integrity, accountability, and transparency. This work highlights the fundamental principles governing professional conduct, such as confidentiality, institutional loyalty, the prevention of conflicts of interest, and the fight against corruption.

The study also highlights the importance of promoting an ethical culture within institutions, founded on training, awareness-raising, and strict adherence to deontological rules. It demonstrates how consolidating these values contributes to strengthening scientific relevance, credibility with society, and high-quality academic management, while proposing an operational approach for the sustainable integration of ethics into teaching practices, administrative activities, and research work.

**Keywords :** Ethics, deontology, integrity, confidentiality, conflicts of interest, respect.

## Résumé

Le présent document fournit une analyse approfondie de l'éthique et de la déontologie dans le secteur de la recherche et de l'enseignement supérieur, tout en soulignant la nécessité d'un cadre réglementaire garantissant l'intégrité, la responsabilité et la transparence. Cet ouvrage met en évidence les principes fondamentaux régissant le comportement professionnel, tels que la confidentialité, la loyauté institutionnelle, la prévention des conflits d'intérêts et la lutte contre la corruption.

L'étude souligne également l'importance de promouvoir une culture éthique au sein des institutions, fondée sur la formation, la sensibilisation et le respect rigoureux des règles déontologiques. Elle démontre la manière dont la consolidation de ces valeurs contribue à renforcer la pertinence scientifique, la crédibilité auprès de la société et la gestion académique de qualité, tout en proposant une approche opérationnelle pour l'intégration durable de l'éthique dans les pratiques d'enseignement, les activités administratives et les travaux de recherche.

**Mots-clés :** Ethique, déontologie, intégrité, confidentialité, conflits d’intérêts, respect.

# ملخص

يقدم هذا المستند تحليلاً متعمقاً للأخلاقيات والمبادئ المهنية في قطاع البحث والتعليم العالي، مع التأكيد على ضرورة وجود إطار تنظيمي يضمن النزاهة والمسؤولية والشفافية. يبرز هذا العمل المبادئ الأساسية التي تحكم السلوك المهني، مثل السرية والولاء المؤسسي ومنع تضارب المصالح ومكافحة الفساد.

تؤكد الدراسة أيضًا على أهمية تعزيز ثقافة أخلاقية داخل المؤسسات، قائمة على التدريب والتوعية والالتزام الصارم بقواعد السلوك المهني. وتوضح الدراسة كيف يساهم تعزيز هذه القيم في تعزيز الملائمة العلمية والمصداقية لدى المجتمع والإدارة الأكاديمية الجيدة، مع اقتراح نهج عملي لإدماج الأخلاقيات بشكل مستدام في ممارسات التدريس والأنشطة الإدارية والأعمال البحثية.

**الكلمات المفتاحية :** الأخلاق، آداب المهنة، النزاهة، السرية، تضارب المصالح، الاحترام

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# PREFACE

This educational support offers first-year engineering students in the 'Science and Technology' course an introduction to the fundamental principles of ethics and deontology, which are essential to their future professional practice. It aims to help them understand the responsibilities inherent in the engineering profession, both individually and collectively.

The course also aims to facilitate their integration into student life and their development as responsible adults. Finally, it provides teachers with a framework for reflecting on the norms that govern their profession and the need for a clear and precise code of deontology.

The codes of the tow notions Ethics and Deontology, which are often similar to legal texts, establish a normative and prescriptive framework. This handout offers a comparative analysis of these notions, highlighting their distinctions while introducing key concepts such as morality and the aspiration to excellence.

It also addresses the issue of intellectual property and highlights the fundamental values that every academic institution should promote.

Rather than defining what is right or wrong, this document seeks to encourage everyone to adhere to a common set of values.

# INTRODUCTION

Principles and values guide our actions and decisions in our current and future careers. These principles and values are based on essential concepts that are linked to each profession and must be integrated throughout our professional career. These are the two concepts of professional ethics and deontology, the objective of our course.

Ethics, strongly correlated with responsibility and a sense of autonomy and self-discipline, is at the heart of this course. It is based primarily on the ability of each individual to adapt his or her behaviour in accordance with the values on which they have based themselves. It is an in-depth reflection on our behaviour, guided by our conscience and our freedom. By tackling the issues surrounding intellectual property, this course aims to provide students with the tools, language and concepts to develop their critical thinking skills by exploring different points of view and constructing their own judgements. In the field of engineering, ethics and deontology are essential to meet professional challenges [1,2].

The Algerian university is undergoing considerable development, as evidenced by the increase in the establishments number, the growth in the students and graduates number, the training courses diversification and the scientific research development (figure.1). This expansion of university provision has raised questions, but it is essential to remember that the university's mission is to promote scientific knowledge and universal values [3].

With this in mind, education professionals have recently recommended greater dialogue between students and teachers, as well as more in-depth teaching of ethics and professional deontology.

As a space for free thought and dialogue, the university strives to promote the personal and social development of its students by encouraging the expression

of diverse points of view, without imposing dogma. By integrating ethics and professional deontology into its curricula, it aims to train responsible individuals who are capable of participating in a democratic society. This course is part of this dynamic, encouraging a constructive exchange between students and teachers, in order to develop a criticalmind and a sense of responsibility [4].

This teaching aid covers the concepts of ethics and deontology, the corresponding MESRS charter, the notions of university values, the rights and duties of the university community and the relations and practices of university members (students, teachers, staff) [1-4].

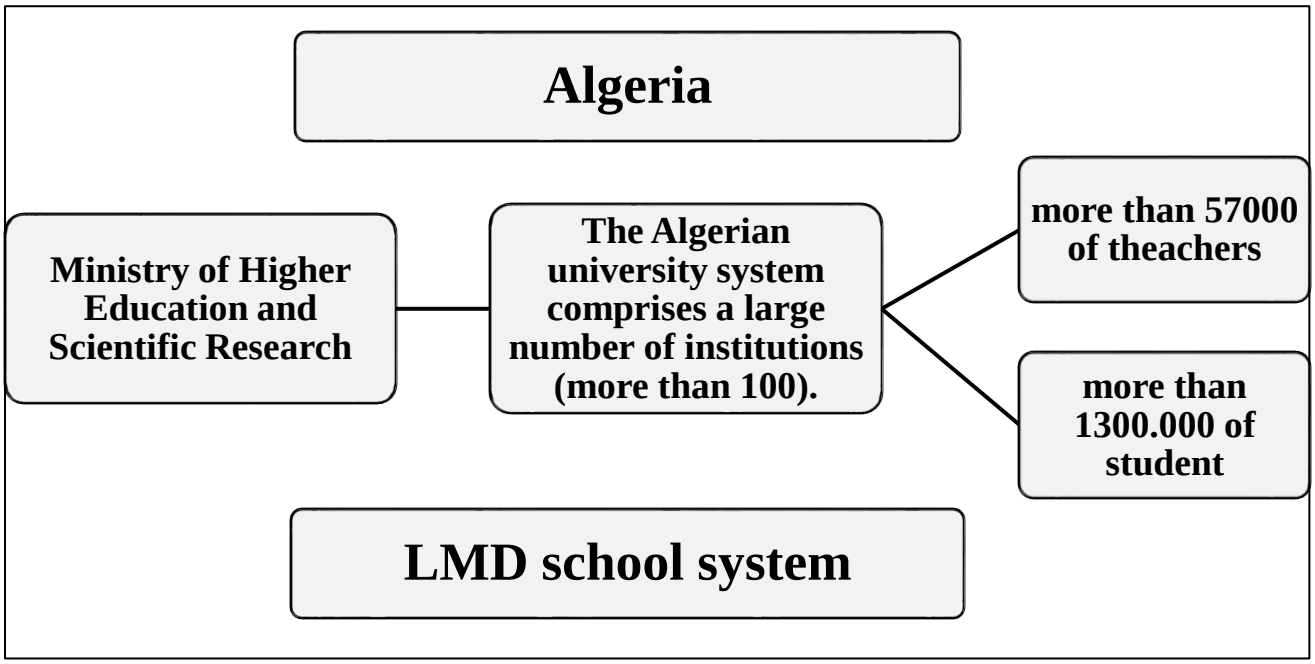


**Figure.1.** The Algerian Higher Education System : A Structural and Quantitative Overview (Ministry, Institutions, Enrollment, and LMD Reform).

# CHAPTER I : NOTIONS OF ETHICS AND DEONTOLOGY

## I.1. INTRODUCTION

As an establishment of public interest, the university's vocation is to contribute to the progress and general availability of higher education, while ensuring free access to further knowledge. This fundamental mission is part of a wider framework of values that govern the way people behave towards themselves, their environment and their professional community. Four key terms characterise this framework : ethics, morality, deontology and law.

The concepts of morality, ethics, deontology and law have in common that they refer to right and wrong and are used to establish rules of conduct, norms and laws. They also guide the actions of people and institutions, including universities, in the pursuit of their objectives.

To further explore the role of the university in promoting these values, it is essential to define morality, ethics and deontology, explain what their aims are and whether they are necessary. This clarification will allow a better understanding of how these concepts apply to higher education and contribute to shaping a responsible and ethical academic environment.

The notions "morality" and "ethics" denote the sphere of moral values and fundaments. Ethics, being a science of morality, is primarily about self-discipline. It is concerned with defining the foundations and fostering reflection on principles through a motivation that leads to free, autonomous and internal monitoring of one's behaviour and actions.

It is important to note that the terms "ethics" and "morals" have similar meanings and are often confused. Ethics comes from a Latin word "mores" and morality from a Greek word "êthos", both of which mean "morals".

In addition, deontology is a set of ethical rules that a profession adopts to govern the way it operates in relation to its objectives. It often takes the codes form of conduct or charters that provide a framework for professional practices and ensure respect for ethical values within a specific field, such as higher education.

## I.2. DEFINITIONS

### I.2.1. Morality

The term of morality comes from the Latin moralis "plural of morals". Morality refers to a set of values, principles of judgement and rules of conduct relating to right and wrong, just and unjust, acceptable and unacceptable, to which we are expected to conform.

It also represents the duties, sometimes enshrined in doctrine, that a society sets itself and that are imposed as much on the individual conscience as on the collective conscience. These principles depend on the culture, beliefs, living conditions and needs of the society. They are often based on what is positive for the survival of the ethnic group, people or society, which makes it possible to "live together" can be placed in the context of universal morality [5,6].

In contrast to Morality, there is immorality that represent the deliberate replication of the morality rules without judging it, and amorality, being the denial of the morality existence while separating notions of ethics from those of morals.

Morality derives from several of sources namely ;

- Religion : Texts from the Holy Book (Koran) ;

- Conscience : My perception that refer me to right or wrong ;

- duty Sense : act to the weal or seeking it ;

- Reason : A philosophical mening ;

- The respect Sense : there should be respect in all relationships ;

- Justice : it constitut a once rule that hold to everyone.

- Virtue : it is a particular aspect of a person's identity and behavior.

Quotes [2,5] :

<< True morality is not concerned with what we think and want, but with what we do >>. Leon Trotsky - 1879-1940.

<< There can be no scientific morality ; but there can be no immoral science either >>. Henri Poincaré - 1854-1912 - Last thoughts.

<< Under no circumstances will I ever agree to deem suitable for any of my fellow human beings what I deem morally intolerable for myself >>. Simone Weil - 1909-1943 - The Working Condition, 1937 [6].

*In a brief description :*

***"Morality denotes a set of values and principles which differentiate between right and wrong, fair and unfair, permissible and impermissible, and which should be adhered to ".***

**I.2.2. Ethics**

The ethics concept derives from the Greek "ethikê", "science of that which relates to social or moral behavior, then "art of managing conduct", thus, the code ethics expression is also courently (figure.I.2).

Ethics is also about understanding the behavior manner how to so that the world is humanly liveable, In this context, ethics is a search for the optimum of society and the way of life.

The Robert dictionary mainly defines ethics as : "the group of values and moral rules where Larousse defines ethics as : "A set of conduct rules" "relating the morality principles" [4,5].

The concept of ethics is a process, not a science, an approach to a problem in order to adopt a solution, a contextualised, non-standardised attitude based on values, not morals, a personal approach based on integrated, rather than learnt, values.

Therefore, Ethics is not specifically the science of morality or the set of values and moral principles that characterise an individual's behaviour. It is a reasoned analysis aimed at adopting the best solution based on learned, accepted and integrated values, while taking into account the context of the problem being asked.

It involves looking at the moral values and principles that should guide our actions in several situations, with the aim of acting in accordance with them. Ethical reflection can take place at different levels, some more fundamental and others more practical. It can thus be divided into different fields.

A code of ethics determines any action considered to be tolerable conduct and appropriate behaviour. These actions are generally organised into a series of basic principles defining the standards of behaviour expected of members in the performance of their functions [6].

Exemples of behaviors :

- A company that dumps polluting waste into the sea. this is not an ethical act !
- A pharmaceutical company using humans to test a dangerous drug. This is not morally permissible.
- An administrative employee may be reprimanded for inappropriate conduct. This involves an act immoral.
- preserving natural resources such as forests is humanitarian behaviour and altering them is morally reprehensible.

The words "ethics" and "morality" evoke an important aspect of human attitudes in everyday situations. However, we are constantly faced with moral or ethical problems.

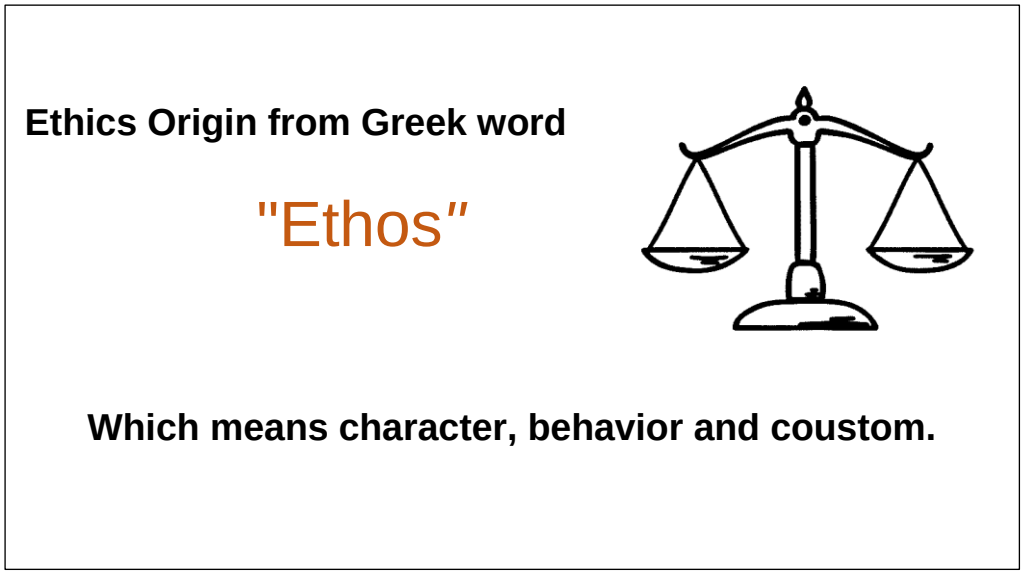


**Figure.I.2.** Origin and meaning of the concept of Ethics.

*In a brief description :*

***"Ethics is the science involved in the regulating principles of moral action and conduct "*** *[6].*

**I.2.3. Fields of ethics**

Ethics, like any other discipline such as physics, chemistry, philosophy or medicine, constitutes a particularly science, embracing a number of different fields.

The main ones are applied ethics, descriptive ethics, normative ethics and meta-ethics (or fundamental ethics).

- Normative ethics and meta-ethics relate to philosophy and concern the concepts of morality. They are therefore referred to as "moral philosophy".
- Descriptive ethics examines people's beliefs about morality. It differs from normative ethics, prescribing how people should act, and from meta-ethics, analysing the meaning of moral terms. Unlike these approaches, descriptive ethics makes no judgements about what is right or wrong ; it

simply observes and reports on people's moral beliefs. It is therefore devoid of any normative value.

- meta-ethics (or fundamental ethics) is a discipline of moral philosophy that focuses upon the basic nature of morality, our moral judgements and the terms we use to express them. It does not seek to establish rules of conduct or to determine what is right or wrong, but rather to understand what we mean when we talk about morality.

The applied ethics approach focuses on values and principles in relation to concrete issues and the relationships between them (figure I.3**)** [7,8]. This approch covers different sectors of society namely : Professional ethics, organisational ethics, environmental ethics and social ethics [4,5].

**I.2.4. Professional ethics**

Professional ethics is a proactive approach that calls for both respect to established moral principles and in-depth reflection on the best conduct to adopt in a specific situation. When this reflection is formalised and becomes collective, it takes on a deontological dimension. We will refer to deontology in the strict sense when these rules are recognised and shared by all parts of a profession [9].

Reflection on professional ethics focuses on the principles and moral values governing professionals' actions, formalised in deontological codes. These values, which are specific to each profession, define an ideal of practice. For engineers, for example, this ideal encompasses competence, a sense of responsibility and social commitment. The code of deontology serves to give concrete expression to these values, through the duties and obligations that flow from them. The deontology is a major element in the prevention of bad practices, such as abuse of office, disclosure of secrets or harassment, and enables them to be prohibited.

Professional ethics are a fundamental pillar of any company. It is based on a mutual commitment between the company and its employees, formalised in a code of ethics and professional deontology [10,11].

**The company is committed to :**

- Providing a healthy and respectful working environment, where every employee feels valued and safe.

- Promoting a working environment free from discrimination, harassment and all forms of violence.

- To ensure transparency and fairness in employment relations, including recruitment, remuneration and promotion.

- Provide employees with the resources and tools they need to perform their duties competently and ethically.

- Support employees' professional development by offering training and career development opportunities.

**The employee undertakes to :**

- Provide quality services by responding effectively to requests and optimising their performance to achieve the objectives set.

- Protect the company's image by avoiding any action that could harm its interests, its reputation or that of its customers or partners.

- Respect confidentiality : not to divulge or use for purposes other than those intended confidential information relating to the company, projects in progress or data acquired in the course of his/her duties, unless authorised in writing by the client.

- Return of documents : At the end of a project, the employee undertakes to return to the company all documents, reports, notes, electronic files and other documentary material produced in the course of the project, these being the exclusive property of the company [6,10,11].

**I.2.4.1. Basic principles of professional ethics**

Its fundamental principles are :

- The integrity's Respect ;
- Highlight professionalism ;
- The plurality's Respect ;
- Integrate's in the job with mutual and cooperative values such as : compassion, conscience, relevance and transparency [9].

**I.2.4.2. Professional ethics Violations**

- stalking : psychological, discriminatory ;
- absence of solidarity ;
- Abuse of authority ;
- misuse of employer's time and items ;
- corruption ;
- intrigue.

**I.2.5. Ethical reflection**

Ethical reflection is a fundamental process aimed at finding the values that guide our actions in a responsible and justified manner, taking into account the ssues at stake and the consequences of our decisions. It helps to establish a consensus between the various players involved, in order to promote professional practice that is both fair and effective. It also aims to maintain equilibrium between our personal convictions and the requirements of the common good [11].

**I.2.6. The source of constraint**

Professional ethics are based on each individual's ability to act in accordance with his/her own values. Although these values are often in line with laws and deontological practices, it is personal convictions that guide decisions, rather than external pressure.

Values-driven actions are often taken as a matter of personal choice, even if they comply with the law and deontological rules. Ethical reflection requires autonomy, discernment and a sense of responsibility. As an example, an engineer refusing to sign an agreement due to mere complacency may be driven by his/her personal convictions, even if the ethical code supports this decision. It is true that we often comply with the rules from an habitual standpoint, for fear of sanctions or respect for authority [11,12].

### I.2.7. How appropriate action is defined

Deontology provides precise rules to guide professionals in everyday situations, and is therefore a valuable tool. Nevertheless, it cannot anticipate every situation, particularly those where several rules apply or values conflict. In such cases, it may become less obvious what course of action to take. Ethics, for its part, does not propose ready-made solutions, but offers a complementary process of reflection to help professionals make informed and responsible decisions, particularly in complex situations where compliance with the rules may come into tension with the ideal of the profession [12].

### I.2.8. Integrating multiple perspectives on values

In defining the professional's obligations towards the public, the client and the profession, professional deontology recognises values diversity. However, each deontological rule focuses upon a particular view point, and the whole is oriented by the profession's practice ideal. Ethical reflection complements this approach by considering all relevant people's or groups' positions on a decision. It helps to manage situations where professional obligations are difficult to reconcile, or where professional values conflict with other important values

or interests. Ethical reflection is therefore essential for navigating situations where the rules of professional conduct are not sufficient to determine the appropriate attitude to adopt [12].

### I.2.9. Take responsibility for the consequences of your actions

Deontology is primarily concerned of compliance with established rules, and does not necessarily consider their consequences. Ethics, on the other hand, imply a broader responsibility : the professional cannot only follow the rules, but must also take responsibility over the effects of his/her decisions, seeking to limit their negative impact and being able to justify them to the relevant organisations. For example, in the case of an engineer being asked to sign a contract of convenience, he can oppose it using only the rules of his professional association (deontology) as a basis. Ethics, for their part, require a more thorough approach : he must fully accept his refusal, explain it on a value basis, evaluate the consequences of his decision and recommend appropriate alternatives [12,13].

## I.3. DEONTOLOGY "DUTY'S THEORY "

The term “deontology” comes from the Greek deontos (duty) and logos (discourse). In moral philosophy, it refers to the theory of duties. More broadly, deontology refers to the set of conduct rules that individuals must follow, both in their social and professional lives, within the community. It manifests itself in concrete terms through formalized codes, developed by organizations or structures representing a profession, which members must observe in the performance of their duties.

The deontological approach thus aims to establish moral rules that govern behavior in various aspects of life. Socio-economic life, for example, is regulated by customs and legislation. The professional world, such as architecture, also relies with regard to individual attitudes, these are part of both social and professional life, and need to respect the fundamental principles of professional deontology.

In this way, it's often about professional, medical, linguistic, or business ethics. The “code of ethics,” which is usually mentioned in companies or institutions, is a set

of rules that members use to manage their relationships and promote a positive image to the outside world. Thus, everyone has a moral duty to comply with social and professional requirements, in accordance with shared values and the responsibilities associated with their role [13].

### 1.3.1. Code of deontology

The duties and responsibilitiesassumed by a group of people relate to values or principles that are generally believed to be fundamental. Furthermore, these duties are formalized out in ethic's code of, also assigned as a professional conduct code. Although codes of ethics figure prominently and are required in various professional environments, many employed people are not governed by codes.

A code of déontology is a set of rights and duties that govern the conduct rules of a profession adopted by a group of people, requiring them to be codified and respected. These rules are linked to values or principles generally considered to be fundamental. Furthermore, these rules are formalised in a code of ethics, also known as a code of professional conduct. Although codes of ethics occupy an important place and are required in various professional environments, many employees are not governed by codes. Although codes of ethics occupy an important place and are required in various professional environments, many employees are not governed by codes of conduct [8,9].

*In a brief description :*

***" Deontology represents the set of moral rules applying within professional practice or to the social relations maintained by its members"*** *[6]***.**

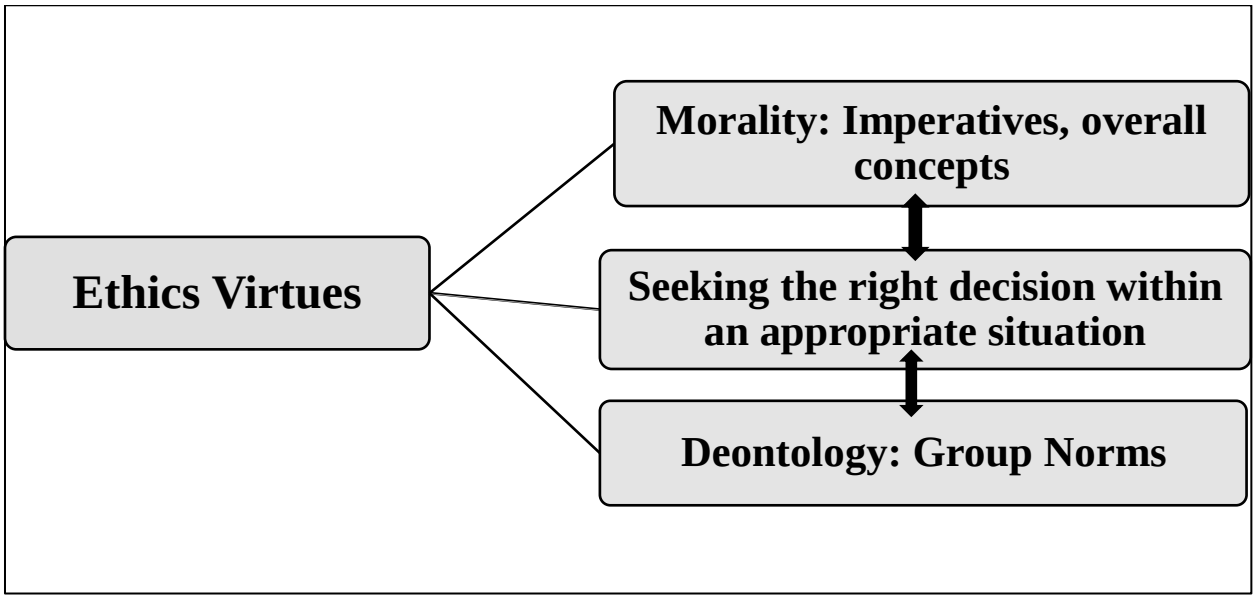


**Figure I.3.** University Code of Ethics and Professional Conduct : Fundamental Principles.

### 1.3.2. Professional deontology

From an ethical point of view, professional deontology is the science of duties. However, professional deontology has been understood in terms of professional law and has thus become the duties imposed on those who practise according to a codified statute within the framework of professional groups and associations.

The professional deontology term refers to the ethical principles and rules set (code of deontology, code of conduct) that govern and guide a professional activity. These regulations are those that determine the minimum duties required to settle conflicts encountered by professionals in their their work course [12,13].

### 1.3.3. Deontology by profession

Professional Deontology take the form of precise reference texts (codes) published by the official bodies of more advanced (regulated) professions such as: lawyers, bailiffs, notaries, magistrates, architects, engineers, ecologists, sworn doctors, medical-social sector, midwives, pharmacists, etc.

In addition, it is defined on the basis of regulations voted by spontaneous groups of professionals in the case of trades for which the legislator does not provide an official organisation [10].

## I.4. THE CONCEPT OF AN "ORDER"

The concept of an Order has several definitions depending on the field under consideration (religion, civil, professional, society, etc.). In particular, a professional Order is made up of a professionals group assigned to monitor the ethics and deontology of a profession (medicine, pharmacy, architecture, etc.) [9].

### I.4.1. General characteristics of an "Order

- Concept of public interest (otherwise, no order) ;
- Disciplinary orders ;
- Entry in the official register ;
- Delegation of public authority to private entities ;
- Required affiliation of professionals if they use the title
- Adoption of administrative acts ;
- The production of administrative acts ;

## I.5. THE CONCEPT OF LAW

The concept of law differs from morality and ethics in that it does not concern the value of acts, good or bad, right or wrong, and is limited to defining what is tolerated and supported by the authorities of a given organisation.

Deontological law is formally closed and limited to the profession. Its principles have no legal influence on individuals who do not belong to the profession in question. In matters of professional déontology, the decision taken by a competent professional body is independent of decisions taken by civil or criminal courts [13].

## I.6. THE DIFFERENT CONCEPTS DISTINCTION

Morality : the good considered as such by society.

Ethics : what I consider to be good

Deontology : what the profession requires of the individual

Law : what the law designates as lawful or unlawful

The morality, ethics and deontology differentiation is imperative because of the issues it raises in the workplace, study and research. This particularity therefore seems decisive, and is sometimes forgotten and/or neglected [4,9].

**I. 6.1. The ethics and morality Distinction**

The terms ethics and morality are indissociable. The morality word is derived from the Latin "mores" and the ethics word from the Greek "ethos", both referring to morality or moral behaviour. However, in everyday language, i.e. In scientific, social or political terms, morality tends to have a religious meaning and ethics a more scientific meaning.

In fact, morality implies adherence to fundamental values and is therefore always a matter of argument and renegotiation. Consequently, a religious person adapts his or her religion to current events. In this way, presupposed religious questions incorporate ethical rules. As for ethics, the ethics committees members assembled make moral judgements, since they are always guided by morality [8,9].

- The two concepts can be differentiated on the basis of the table.I.1 :

**Table.I.1.** Differentiating Between the Concepts of Ethics and Morality

| Characteristic | Ethics | Morality |
|---|---|---|
| **Definition** | Has a temporal meaning | Has a religious definition |
| **Source of the rule** | It determines what is inside ourselves | It is independent of any person |
| **Personal implication** | It gives us a sense of responsibility | It is demanding of us |
| **Judgment** | It requires insight and considered judgement | It is an ethical reference value |
| **Application** | It is decided on a case-by-case basis | Ethical-moral interaction |

### I.6.2. The ethics and deontology Distinction

The deontology term denotes the set of rules (duties and obligations) assigned to the members of a professional activity, in particular the rules of law, the deontological rules, apply uniformly to all members of the group in their practical organisation. The organisation ensures that the rules are respected and establishes penalties in the event of non-compliance. Ethics, unlike deontology, require professionals to reflect on the values motivating their actions and to adopt the most suitable behaviour.

Although values-based activity is generally regulatory and deontological, it is decided by the individual rather than imposed by an external authority. The ethical spirit implies autonomy, judgement and a sense of responsibility. If an engineer is convinced by his values to decline a signature of convenience, this decision is dictated only by his own person. The same decision may, however, be dictated by the provisions of the ethics engineer's code [14,3-7].

Deontology provides professionals with a precise and fixed rule of conduct to adopt. Ethics, for its part, does not define in advance the conduct to be adopted, but is intended as a reflection on the nature of that conduct, particularly when an action permitted by the texts does not seem to conform to the rule, but to the practical ideal.

Professional deontology differentiates between the professional's commitments to the public, the client and the function. To this end, it is based on the principle of a multiplicity of approaches to values. However, for the sake of precision, these rules focus on a distinct aspect, while the whole is conceived in terms of the ideal of practice of a single professional group. Ethical reflection, as such, is a way of thinking that is open to the perspectives of all those whose values or interests are affected by the decision to be taken. It helps to resolve difficulties in reconciling the worker's obligations towards his client and the public, as well as situations where his values conflict with other values or interests that may be taken into consideration [3-7].

According to the deontological code, the most important factor is whether the action complies with the rule. The prospects for the future do not, however, require any prior thought or decision. From an ethical point of view, moreover, the consequences of the professional's actions are his responsibility, even if he chooses to comply with the rule. They must limit the negative aspects of their decision and defend it by justifying their action to all those concerned.

Consider the case of an engineer's contract of convenience. Ethics require more of him: to be personally responsible for his refusal, to be able to justify it in terms of rules, to identify the adverse consequences of his choice and to offer, at best, a course of action to remedy them.

All these features make ethics and deontology complementary, each having strengths that compensate for the other limitations. Thus, "Ethics provide guiding principles ; deontological rules give them concrete content". In short, respect with ethical requirements is mainly ensured via means of deontological norms [3-8].

Thus, “ethics provides guiding concepts and principles, while deontological rules confer a concrete aspect in their application”. Hence, ethical rules are generally implemented through deontological principles.

## I.7. THE MESRS CHARTER OF ETHICS AND DEONTOLOGY

### I.7.1. Introduction

A Charter of University Ethics and Deontology has been in force since May 2010. The result of a broad agreement within the academic community, it reaffirms essential principles based on universal standards, as well as values specific to our society. The document sets out the fundamental rules, rights and responsibilities of teaching and research staff, students and administrative and technical staff.

In this context, members of the university staff have an obligation to adopt an ethical and methodological approach aimed at identifying and promoting exemplary moral and deontological behavior and practices, while combating aberrations. The result of a broad academic consensus, the Code of Ethics reaffirms fundamental principles based on universal standards and values specific to our society. These principles must be the driving force behind the process of learning and applying university ethics and deontology. As such, this charter is intended to serve as a mobilizing and reference tool, recalling the major principles that govern university life and inspire the codes of conduct and regulations that will follow.

The University Charter is available on the Ministry website of the Higher Education and Scientific Research (MESRS) under the heading “Charte d'éthique et de déontologie universitaires” (April 2010). It is also available on some university websites. (Link: www.mesrs.dz).

### I.7.2. The nature and purpose of the charter

The Charter of Ethics and Deontology differs from the internal regulations in that it is not simply a set of binding rules. It is first and foremost a code of conduct based on ethical principles, designed to guide both individual and collective behavior within university life. This tool for internal cohesion clarifies everyone's rights and duties, defines common objectives and promotes a sense of belonging to the university. Its main aim is to foster a healthy university environment, conducive to well-being at work, responsibility, integrity and mutual respect.

Although based on voluntary cooperation around shared values, failure to comply with its provisions may, in certain cases, give rise to disciplinary sanctions. In this sense, the Charter constitutes an ethical frame of reference, a guide to conduct and professional relations, and an essential pillar of university culture [15,16].

### I.7.3. Fundamental principles of the university code of ethics and deontology

The fundamental concepts of the code revolve around integrity, academic freedom, and mutual respect, allowing for a rigorous and ethical pursuit of knowledge (Figure.I.4) .

#### I.7.3.1. Probity and honesty

The quest for probity and honesty means rejecting corruption in all its forms.
This quest must begin with oneself before extending to others.

The code of ethics and professional conduct must therefore be inspired by best practice [15,1].

#### I.7.3.2. Academic freedom

Academic teaching and research operations can only be designed with academic autonomy at their core. This approach ensures the expression of critical opinions without risk of criticism or constraint, while respecting others with an act of professional conscience [2,4,6].

#### I.7.3.3. Responsibility and skills

The concepts of accountability and competence are complementary and are developed from the democratic and ethical management of the university organisation. This strikes a good compromise between the need for efficient administration and the aim of encouraging the members participation of the university community by involving all university stakeholders in the decision-making process. However, scientific issues remain the exclusive responsibility of research professors [5,8].

#### I.7.3.4. Mutual respect

Respect for others is based on respect for oneself. All members of the university group must refrain from any attitude of symbolic, physical or verbal

violence. They are expected to treat each other with respect and loyalty and in particular to behave in the same way, whatever the hierarchical level of their collaborators [1,6,7].

**I.7.3.5. Scientific truth, objectivity and critical thinking**

The knowledge taught and produced by the University is based on the fundamental principles of the search for scientific truth and critical thinking.

The requirement for scientific truth calls for competence, critical observation of facts, experimentation, confrontation of points of view, relevance of sources and intellectual rigour. In fact, scientific research must be governed by academic probity [1,6,7].

**I.7.3.6. Fairness**

Criteria relating to objectivity and impartiality are major factors in appraisals, promotions, recruitment and appointments [1,6,7].

**I.7.3.7. Respect of academic freedom values**

It is the duty of every participant in university activities to promote, through their behavior, the consolidation of the values of academic freedom, taking care to preserve their specificity and inviolability.

They also have a duty to put an end to any act likely to compromise the principles, freedoms and fundamental rights inherent in the university institution. In addition, all partisan political activity is strictly forbidden on university premises [6].

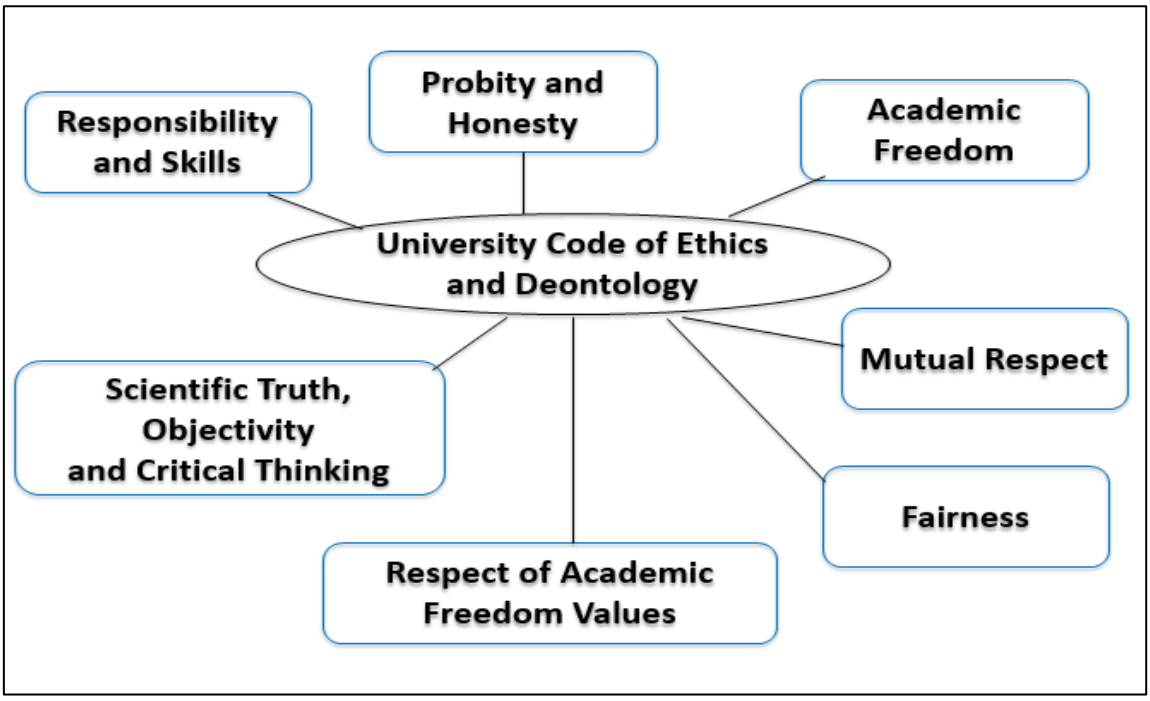


**Figure.I.4.** The fundamentals of the University Code of Ethics and Deontology

## I.8. CONCLUSION

On the academic world, ethics, morals, professional conduct, and law constitute essential elements that structure individual and collective behavior within society and, specifically, within the academic environment.

Although morality reflects values shared by a community and transmited through culture, ethics introduces personal reflection aimed at guiding action in a responsible and contextualized manner. Deontology, meanwhile, formalizes these requirements into professional rules that govern practices, while the law establishes the legal framework from which no one can derogate. n the university context, these principles are not abstract : they define how teachers, researchers, students, and administrative staff should interact, produce, and transmit knowledge.

The MESRS Charter of Ethics and Deontology reminds us that integrity, respect, responsibility, academic freedom, and the pursuit of scientific truth are fundamental

principles for an institution that strives for excellence and serves the common good. This first chapter highlights the need for a clear, shared, and constantly reviewed ethical framework in order to guarantee a modern, credible, and exemplary university.

# CHAPTER II : REFERENCE SYSTEMS

## II.1. INTRODUCTION

From civilization's dawn, humanity has always tried to organize collective life around moral principles that promote harmony and progress. These ethical frameworks, whether philosophical, religious, or institutional, define the behaviors expected to preserve social cohesion, guarantee justice, and guide professional conduct.

Throughout history, ethics has established itself as an essential foundation for the development of societies and the success of individuals. This chapter examines these different sources, from early thinkers to major religious traditions and the evolution of modern institutions, in order to better understand how they have shaped the standards that govern professions and organizations today.

## II.2. FUNDAMENTALS CONCEPTS

Throughout history, major human cultures have constantly evolved, from ancient Egypt and Mesopotamia to Indian, Chinese, Greek, Roman and Islamic cultures. Yet a country's real progress lies in the way each of its citizens thinks and behaves when it comes to integrating into society. To maintain this dynamism, an ethical referential has been established with a professional perspective. It is founded on fundamental principles : respect for the common interest, confidentiality, commitment to duty and rights protection.

Ethics, as a system of values and norms, enables us to perform actions and regulate human relations, taking into account social norms, religious convictions and the laws in effect [17,18].

## II.3. PHILOSOPHIC (ETHICAL) REFERENCES

Among the earliest Greek theorists, Socrates marked a breakthrough by shifting the focus of thought from the external world to the human being himself.

He attached central importance to self-knowledge, which he saw as an imperative quality for realizing one's full potential and thus achieving happiness.

Aristotle, for his part, developed an ethics based on the notion of virtue. He maintained that virtuous action naturally leads to a feeling of wellbeing and inner satisfaction. For him, intellectual development was fundamental to philosophical awakening, and a quality inherent to humanity [17,18, 14].

## II.4. RELIGIOUS REFERENCES

Philosophical reflections, although formulated at different times, converge on an ethical framework governing professions. This need has also been confirmed by the great monotheistic religions, which have established rules framing human relations.

Religious texts, notably the Holy Koran and the Sunna of the Prophet, are a fundamental source of ethics in Arab-Islamic culture. The laws and regulations in effect are inspired by these moral principles, defining essential obligations to be respected and applied. Islam, in particular, encourages work, the building of civilization and the preservation of values conducive to coexistence and social harmony [3,14,18].

## II.5. THE CIVILIZATIONS EMERGENCE

With the creation of the modern state, the role of the university has been the subject of philosophical debate, especially since the end of the XIX$^{e}$ century.

Initially focused on the dissemination of knowledge and culture, the university gradually shifted its focus to training students for the professions that were essential to the industrial development of societies. In the XX$^{e}$ century, academic institutions have fulfilled a major role in the intellectual and moral formation of students, promoting the transmission of a general culture and personal development.

Education was seen as a key element of human capital acquisition efforts from the 1960s and 1970s, leading to greater levels of government spending in this area. Superior education underwent significant expansion, with an increase in both the number of students and the overall budget allocated to university departments. Given the transformations brought about by the global economy, university institutions have needed to reorient their specializations and regulations to meet the expectations of society and the needs of the job market [14,17,18].

## II.6. ACADEMICS REFERENCES

All professions are founded on a set of values and moral principles, without which they would lose their honor and importance. To ensure the integrity and credibility of academic professions, laws and regulations have been introduced throughout the academic institutions development.

The aim of these regulations is to assure the sustainability and quality of universities, with an emphasis on the intellectual and scientific training of students and teachers. In this way, a system of values has gradually been developed, providing a framework for all interactions and responsibilities within higher education establishments [14,17,18].

## II.7. CONCLUSION

Ethical reflection on civilizations, philosophy, religion, and institutions highlights the principle that every society must be based on values that govern individual and collective behavior. Indeed, none of these values can be considered sustainable if they are not guided by ethical principles. These benchmarks are more essential than ever to guide professional practices, ensure the integrity of institutions, and contribute to a civilization based on responsibility, respect, and harmonious development over time.

# CHAPTER III : UNIVERSITY FRANCHISE : THE UNIVERSITY'S FOUNDING PRINCIPLE

## III.1. INTRODUCTION

Throughout the history of the academic world, university autonomy has been a fundamental concept of intellectual independence and academic freedom. It protects the university from outside interference and provides a space conducive to the production and transmission of knowledge. This chapter explores the legal and ethical foundations of this autonomy and its importance in the smooth functioning of the institution.

## III.2. DEFINITION OF UNIVERSITY FRANCHISE

University franchise, also known as institutional autonomy, refers to one of the historical and legal foundations of the modern university. This principle, which originated in medieval Europe, is established by law or custom. It guaranteed that the university was a space protected from outside interference, particularly political and military interference.

Today, this principle remains as relevant as ever and continues to be a central element of university identity. This protection symbolizes the sacred nature of the university, based on respect for knowledge and scientific research. It also gives academic leaders the powers and authority necessary to maintain order and security within the institution, without compromising intellectual and institutional independence.

University autonomy cannot be equated with isolation, but rather with independence in the management of its fundamental missions : teaching, research, and service to society. This autonomy guarantees academic freedom, an essential condition for scientific innovation and quality teaching [4,13,14,18].

## III.3. REGULATORY BACKGROUND

University franchises are governed by various regulations issued by the Ministry of Higher Education and Scientific Research. These rules, published in Official Journal No. 24 of 21 Dhu al-Hijjah 1419 (corresponding to April 4, 1999), establish several fundamental principles :

- The university is a space for freedom of opinion, research, and expression, with respect for educational and scientific activities, as well as public order.

- Teaching and research must be based on objectivity, tolerance, and respect for diverging opinions.

- All forms of dissemination of propaganda are prohibited, and the university must remain independent of any political or ideological influence.

- Teachers enjoy complete freedom of expression and information within the scope of their duties, while respecting ethical principles, professional deontology, and academic traditions. They also enjoy freedom of association and assembly, in accordance with the laws in force.

- Students benefit from freedom of information and expression, provided that they avoid disrupting academic activities or disturbing public order.

- A specific council is established under the Minister responsible for Higher Education to propose and ensure compliance with the principles of academic ethics and professional deontology [4,18].

## III.4. OBLIGATIONS UNDER THE UNIVERSITY FRANCHISE

The concept of university autonomy requires a set of commitments, namely :

- ensuring the safety of students and teachers ;
- protecting infrastructure ;
- guaranteeing political neutrality ;

- encouraging innovation and scientific progress ;
- adopting appropriate dress codes ;
- prohibiting unauthorized commercial activities, and promoting the values of respect and tolerance.

In other words, autonomy gives universities rights, but also duties towards society.

The guarantees of academic freedom offered by university autonomy are essential for preserving intellectual creativity. They allow researchers to pursue their investigations without fears of censorship and students to express their opinions in a climate of mutual respect [14,17,18].

## III.5. PARTICIPANTS AND AUTHORITIES ON THE UNIVERSITY CAMPUS

The university is a public institution with a scientific, cultural, and professional vocation, operating with legal autonomy and under the supervision of the Department of Higher Education. Its effective operation relies on several bodies and stakeholders [13,17,18] :

- The governing bodies, such as the president, vice presidents, deans, institute directors, department heads, and relevant officials, are responsible for implementing academic policies and day-to-day management. They ensure consistency between strategic directions and teaching practices.
- Advisory boards, such as the Administrative Board, play a crucial role in the planning, supervision, and further development of the university. They bring together representatives from the state, the academic community, and the socio-economic sector.

The University Ethics and Professional Deontology Council plays a central role. Composed of senior faculty members, it ensures compliance with ethical

principles, combats scientific plagiarism, and raises awareness of best practices within the community.

Disciplinary councils, meanwhile, ensure compliance with rules of conduct and maintain a peaceful atmosphere on campus.

Disciplinary councils, meanwhile, ensure compliance with rules of conduct and maintain a peaceful atmosphere on campus. Finally, joint committees and social partners (student unions and staff unions) mediate between the various stakeholders. They contribute to improving teaching conditions, defending rights, and resolving conflicts.

## III.6. STUDENT LIFE WITH A CULTURAL, PHYSICAL, AND SOCIAL FOCUS

University life is not limited to classes and exams, but also encourages students to get involved in cultural, sporting, and social activities ;

- Science clubs enable students to develop innovative projects by putting theoretical knowledge into practice, thereby promoting initiative and teamwork.

- Cultural and sports associations are non-formal organizations that promote various events : plays, competitions, exhibitions, musical gatherings, etc. These activities reinforce values such as solidarity, mutual aid, and civic engagement, and allow students to express their talents in accordance with national values and without political commitment.

- Social partners play a key role in defending the rights and interests of the various constituents of the university, such as labor associations that defend the rights of workers and contribute to improving their working conditions, and student associations that protect the student’s interests.

The interaction between students, teachers, and administrative staff is fundamental. Whether in libraries, laboratories, or support services, these interactions create an environment conducive to personal and collective development (figure.III.)

Preserving values such as academic freedom, scientific integrity, and solidarity remains a major challenge. Similarly, institutional autonomy must be protected from economic and political pressures. The university future will depend on its ability to combine tradition and modernity, to preserve its identity while opening up to the world [13,14,17,18].

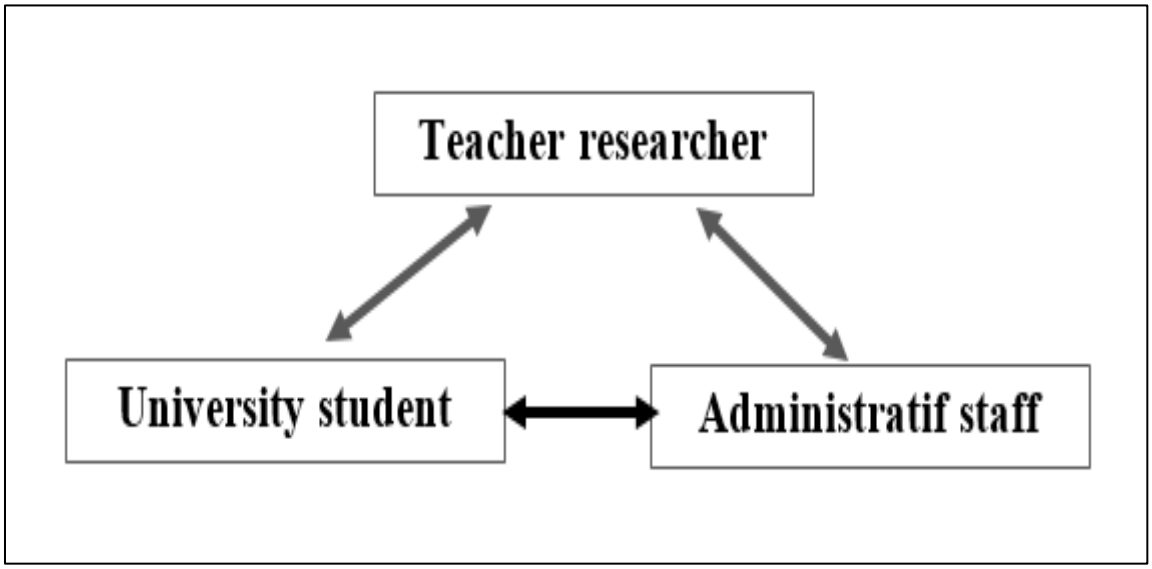


**Figure.III.5.** The University Triangle : Key Academic Players.

## III.7. CONCLUSION

University autonomy thus appears to be a pillar of academic development. By preserving the independence of the university and promoting a climate conducive to research and intellectual expression, it contributes to the formation of a free, responsible, and involved academic community.

# CHAPTER IV : UNIVERSITY VALUES

## IV.1. INTRODUCTION

University values represent the moral foundation that provides the basis for the missions of education, research, and innovation. They govern behaviour and promote cohesion among members of the community. This chapter highlights these fundamental values and their integral role in creating an ethical academic environment.

## IV.2. NOTION OF VALUES

Values represent the ideal to which a society aspires and the shared principles that structure collective life. They have been a foundation of the social sciences since their development, helping to explain organization and change at the societal and individual levels.

Values are thus used to better identify individuals or societies, to trace developments over time, and to explain the basic motivations that characterize attitudes and behaviors. In further university settings, they guide teaching, research, and relationships among members of the academic community [4,8].

## IV.3. THE FUNDAMENTAL VALUES

Universal values represent the standards of conduct inherent in living in society, in a harmonious and peaceful environment.

They include the same social values, although these differ from person to person In particular, compassion, solidarity, voluntary work and honesty are virtues that are desirable in any country. They are therefore fundamental values [4,5,13].

## IV.4. VALUES TOWARDS THE UNIVERSITY ORGANISATION

The university is an institution devoted to teaching and learning. This approach is founded on values and ethics. Academic values form the foundation of any university institution. They reflect the set of principles, beliefs, and rules of conduct that govern collective choices and orientations. In fact, over the centuries, they

evolved into benchmarks for establishing social relationships, protecting diversity, and transmitting knowledge. As a place of learning and research, the university is thus defined as a privileged space where these values are constantly being applied and renewed [13,14,18].

Universal virtues such as kindness, solidarity, respect for others, and honesty are timeless values that transcend cultures and have a special resonance in universities. In this context, academic solidarity manifests itself in mutual assistance among students, educational support from teachers, or scientific cooperation among researchers.

Similarly, intellectual honesty is central to research, evaluation, and knowledge transfer practices. Thus, referring to academic values means emphasizing the institution's responsibility to society in terms of educating citizens who are learned, critical, ethical, and capable of contributing to sustainable development. These values are therefore not merely an abstract ideal, but a practical, everyday requirement.

The values that characterise the higher education system include several fundamental principles [4,5,13,14,18]:

- A commitment to the pursuit of truth ;
- everyone's duty to share their knowledge
- Quality of thought and freedom of expression ;
- Relevant analysis of the evidence and reasoned arguments used to reach a conclusion ;
- The ability to listen to others from a different perspective and to assess one's own merits ;
- La détermination des réactions d'autrui à nos propres arguments ;
- The determination of other people's reactions to our own arguments ;
- A disposition to measure the ethical aspects of what is done and what is practised.
- Consideration of how our own arguments will be perceived by others ;
- The desire to take account of the ethical implications of certain results and practices.

The university values of ethics and professional conduct, which involve all members of the university community, are divided into the following categories:

These academic values, steeped in ethics and professional deontology, apply to the entire academic community and are expressed through different complementary dimensions: social, community, and professional. Together, they shape a harmonious academic environment and guarantee the credibility and fundamental mission of the university [4,13,14,18].

**IV.4.1. Values in the social environment**

By virtue of their institutional status created by the State, Algerian universities remain eminently social organisations. They are therefore directly involved in the project that society has set itself for the future : They are called upon to follow the fluctuations, progress and changes in this life on a national and universal level. As such, they should also promote the main values on which the whole of human society is based, namely [4-9]:

- **Education :** As a general rule, the concept of education is to forge and promote the human being, and more particularly to train and develop the human mind,

- **Culture :** In the context of education and each individual's career, the knowledge acquired only makes it possible to develop culture if the latter is fully guaranteed.

- **Multiculturalism :** Within the university organisation, openness to other cultures is based on an understanding of diversity, transversality and the values that they convey.

- **Pluralism :** Human beings are distinguished by their multiple and individual convictions, opinions, tendencies and mentalities.

- **Work :** The field of work constitutes a fundamental and undeniable socio-economic value. As such, it is enhanced and remunerated by the University.

- **Technological development :** Research linked to technological development is also supported and encouraged because of its potential economic and social implications.

- **Well-being :** This consists of ensuring the moral behaviour and cultural skills of the society members.

**IV.4.2. The community values**

The various parties involved in the university community have a mission to contribute to the dynamism, development and stimulation of the essential values governing the behaviour of all communities. These values include :

- **Character of loyalty :** The partners show dedication and loyalty to their respective responsibilities and commitments in the university community.

- **Solidarity :** The strategy of solidarity can take the form of a veritable awareness of the common interest relationship, which implies a moral obligation to help members of the university community.

- **Dialogue :** The organisations members are called upon to develop their sense of community solidarity on a daily basis, and dialogue is just as crucial when they are faced with controversial or divergent positions.

- **Commitment :** The concept of commitment refers to any attitude adopted by any individual who considers himself to be a member of the community and abandons his role as a simple observer for that of a responsible player and partner in his own future and that of the community.

- **Mutual cooperation :** Cooperation refers to the granting of personal assistance to any member of the community in order to better acquire community objectives.
- **Collaboration :** This term refers to any activity or exercise carried out together by a community group to further its aims.

**IV.4.3. The Professional values**

The community responsibilities of university constitutions relate to individual, collective and human development. In accordance with their educational mission,

these university entities must therefore promote the main values governing all professional training [8,9]. These values are :

- **Competence :** Competence is a set of acquired and approved skills that enable you to evaluate and take decisions in a relevant situation.

- **Attendance :** Consists of the capacity to fulfil one's professional obligations in an appropriate manner and to the best of one's ability.

- **Scientific and academic integrity :** The behaviour and practices used in teaching, research and production must be designed to preserve the fundamental values of scientific integrity.

- **Liberty of expression and intellectual property :** Professional and university organisations are taking part in the fight against various forms of fraud, such as plagiarism, deliberate reproduction or falsification of data, usurpation of authorship, piracy of theses or projects, and so on.

- **Probity :** represents the way in which the functionary is led to accomplish his duties with respect for honesty, justice and integrity, and therefore with absolute probity.

- **Continuity :** Continuity implies that, when power is transferred, everything needed to enable it to be exercised is available.

- **Transparency :** Transparency means facilitating the dissemination of information for the benefit of third parties, and in particular the organisation's professionals. The design, management, processing and dissemination of data are based on transparent processes aimed at improving the quality of information and communication. They are carried out with respect for the individual, the interests of the university entities and those of the community in general.

- **Profitability :** The notion of profitability (efficiency) aims to maintain better performance in a particular context, so that resources are used as little as possible.

- **Determination :** Determination, also known as diligence, is the will to complete a work process. However, the repressive nature of the term is based on the fact that the work must be carried out meticulously, with attention to detail and conscientiousness.

- C**ompliance process :** Means that members are responsible for ensuring that their activities comply with the laws, regulations, policies and procedures in place.

- **Disinterestedness :** The disinterested nature of the function constitutes a measure by which an employee carries out his mission detached from any personal interest.

- **Confidentiality principle :** Is concerned with maintaining a high level of discretion in protecting the integrity and security of the information systems of university organisations and specifically personal files, manly those of students, employees and teachers, as well as administrative, educational and scientific documents.

- **Imputability :** Accountability is the ability to evaluate an individual, from a material and ethical aspect, by considering him/her to be responsible for his/her actions.

- **Freedom of teaching and research :** It is an integral part of academic liberty. It is an inherent part of the quest for knowledge and reality. It is also a prerequisite for autonomy in managing relations with one's professional environment and with one's partners [4,14,18].

## IV.5. CONCLUSION

Commitment to university values enables the institution to enhance its credibility, integrity, and educational mission. By adopting these values on a daily basis, the university contributes to the development of responsible individuals and promotes a culture of excellence, respect, and collaboration.

# CHAPITRE V : RIGHTS AND DUTIES OF THE UNIVERSITY COMMUNITY

## V.1. INTRODUCTION

The notion of rights and duties is an indispensable part within the functioning of any academic institution. It ensures that each member has a clear framework within which to operate, where freedoms, responsibilities, and obligations are mutually compatible. This chapter analyzes these principles in order to better understand their role in academic life.

## V.2. RIGHTS AND DUTIES OF STUDENTS

Students are expected to have every opportunity to progress in a constructive and balanced environment within an institution of higher education. They therefore have rights which are only given value by the responsibility they imply and which are translated into duties.

### V.2.1. Students rights

Students have rights which are mainly divided into four fundamental areas, relating respectively to the structure and quality of the training, preservation of the environment, confidentiality and protection of student dignity, freedom of expression and educational and pedagogical aspects. These rights can be broken down as follows [2-6]:

#### V.2.1.1. Structure and quality of training

Students set themselves the goal, through their studies, of obtaining a high-level university degree, and it is therefore their right to benefit, during their course, from high-quality university teaching and mobility training, which can only be achieved by providing high-quality support. Indeed, students have the right to take the technological developments advantage taking place in higher education, and therefore have the right to a high-quality environment that uses all the modern and appropriate teaching methods and resources [19-13-18].

**V.2.1.2. Protecting the student's dignity**

As a fundamental part of the university community, students have the right to be treated with respect and dignity by the university community members.

Student's have the right to protection against any form of differentiation on the gender basis or any other particular condition.

They may be entitled to safety, cleanliness and health protection, both at the university where they are studying and in the residence halls where they live [17-19].

**V.2.1.3. Freedom of expression**

In a context where students are part of a huge university environment characterised by a multiplicity of view opinions and points, they can enjoy an expression and opinion freedom, while respecting the limits set by the texts governing the behaviour of any university establishment.

Students have the right to set up and join student associations, but they must not interfere with the administrative management of the university institutions [17-19].

**V.2.1.4. Pedagogy**

At the start of each semester, students are given the course syllabus and the teaching materials relating to the course, such as sources, references and publications that are made available to them [2-6, 17-19].

The purpose of examinations is to assess the student, which implies that the student has the right to be assessed fairly and equitably, without prejudice.

Students have the right to be informed of and to receive their assessment grade, together with the marking model and scale for the test, and, if necessary, to consult their copy of the test, within a reasonable timeframe announced in advance by the teaching committees.

Students have the right to lodge an appeal if they feel being wronged in the marking of a test. Postgraduate students are entitled to high-quality supervision and support for their research;

Students are entitled to information about the higher education institution to which

they belong, in particular its internal regulations.

**V.2.2. Students' duties**

Towards to their rights, students are required to respect and fulfil their duties. These include; respect for the university family, respect for facilities and teaching resources, discipline and responsibility. The student's duties are as follows [2-6]:

**V.2.2.1. Respecting the university family**

The student, as an essential and active member of the university family, must have a sense of civility, conform to it, and have high moral standards and good behaviour [2-6]. Thus, they must respect the applicable organisation, the regulations in force, the deliberation juries results, the dignity and integrity of the university community members and respect their right to the expression freedom.

**V.2.2.2. Pedagogical probity**

Students are required to provide accurate and precise information when registering or re-registering, and to fulfil their administrative obligations to the institution;

They must also demonstrate total integrity and sincerity in their quest for knowledge, so as to avoid any recourse to multiple methods and various means of fraud and scientific plagiarism. They must respect the deliberation committees results [2-6].

**V.2.2.3. Preservation of facilities and resources**

Students are expected to demonstrate citizenship and good manners in all their behaviour [2-6]; They must therefore preserve the various public facilities made available to them so that they can study in the best possible conditions, particularly those linked to the places designated for their studies.

They must also respect the regulations laid down to maintain safety within the establishment.

**V.2.2.4. Responsibility**

Students are fully responsible for any mistakes they make at their institution and, as such, they are informed of their mistake, which is attributed to them.

They are subject to the Disciplinary Board; by convening it and following the provisions laid down for this purpose, and to the appropriate dissuasive sanctions

provided for in the applicable regulations and the internal rules of the educational establishment. The sanctions taken increase and intensify progressively according to the nature of the error committed by the student, and these sanctions can reach the definitive expulsion point from the institution [2-6].

## V.3. RIGHTS AND DUTIES OF RESEARCH TEACHER

The teacher-researcher is the mainstay of the society's leaders training. They are the driving force behind the establishment and development of scientific research in all areas that make the greatest contribution to the renaissance, prosperity and progress of countries.

To ensure the success of the missions assigned to them, they have their own rights and duties that must be respected [4-9].

### V.3.1. Rights of research teacher

Every university is required to guarantee the right to recruit a teacher-researcher by requiring only the necessary academic qualifications and experience [2-6,17-19].

Recruitment should be commensurate with the importance of the teacher-researcher role in society, in terms of training the elite, and with the various responsibilities they have from the moment they take up their post.

The higher education establishment undertakes to provide all the appropriate work requirements as well as the necessary teaching and scientific resources enabling such staff to devote themselves fully on the tasks entrusted them, and having the necessary time to benefit from ongoing training and periodic updating of their knowledge in compliance with the principles of ethics and deontology.

The work of teacher-researchers is evaluated and promoted as an integral part of the teaching and research process. This assessment is based exclusively on academic criteria and covers teaching and research activities as well as other professional activities related to the university.

The evaluation of teacher-researchers' scientific work and research is an essential

element in the development of the scientific research system, like teaching.

The researcher's knowledge and experience are called upon and assigned to administrative tasks, for which the teacher-researcher must obey efficiency rules.

Under current regulations, transparency mechanisms must be used for all tasks relating to the design and implementation of teaching and research programmes, multidisciplinary activities and the allocation of resources;

If the teacher-researcher is asked to perform administrative duties, he or she must meet the requirements of respect and profitability [2-6] ;

**V.3.2. Duties of research teacher**

Like all other members of the university community, teacher-researchers are also responsible for ensuring that their institution's principles of ethics and professional conduct are respected. They represent the university's image to the international community and to society in general. They must therefore [2-6, 17-19].

Take due care, diligence, competence, integrity, independence, loyalty, credibility, transparency, efficiency, fairness, impartiality and honesty in their duties the performance to the best interests of the university institution and away from all forms of propaganda and indoctrination ;

To act professionally and effectively in the education field by constantly updating its knowledge of teaching and training methods or developing its pedagogical and scientific research skills, thereby guaranteeing a high level of training.

To contribute to the evaluation improvement of teaching and scientific activities at the various levels by ensuring that teaching meets the needs of higher education establishments, in a spirit of justice and fairness towards all students, by encouraging the free exchange of ideas, while remaining at their disposal to support them.

To ensure respect for the academic freedom accorded to other members of the university community and to tolerate the fair confrontation of view divergent points while preserving their freedom of action as academics;

Precisely define the course pedagogical aims and respect the pedagogical monitoring procedures (frequency, duration, marking scheme, papers consultation and students reception before final validation of marks) ;

Avoid taking advantage of their academic status and the university responsibility for private and personal purposes ;

To abstain from all acts of propaganda and all prejudice relating to gender, nationality, ethnic nationality, social status, religion, political opinion, disability or illness;

Respect the scientific work of academic colleagues and students by giving credit to the authors, while respecting the content confidentiality of the deliberations and debates held within the various bodies on which they sit ;

To manage the university's funds and other activities related to its mission with honesty and fairness, taking care of the expenditure made for their benefit.

In an instance of professional misconduct by a teacher-researcher leading to his/her appearance before the relevant disciplinary bodies, the latter propose, in the light to the degree of the error seriousness and in compliance with the disciplinary procedures provided for by the regulations in force, disciplinary measures that may go as far as removal from the university teaching body [2-6, 17-19].

## V.4. RIGHTS AND DUTIES OF ADMINISTRATIVE AND TECHNICAL STAFF

Teachers and students are not the only players in the University. They are closely linked to the administrative and technical staff of the institutions, who also have rights and duties [4-10].

### V.4.1. Rights of administrative and technical staff

Administrative and technical staff have the right to an objective and impartial recruitment, assessment, appointment and promotion process, with full transparency and objectivity.

They must be respected, considered and treated objectively in the same way as other members of the university community.

They are provided with all the appropriate conditions to enable them to perform their duties at the best of their ability, while benefiting from ongoing training and the continuous upgrading of their qualifications.

They are free from any form of harassment or discrimination in the performance of their duties and in their career development.

Guarantee respectful and fair treatment of administrative and judicial staff among themselves, in accordance with the provisions of the Basic Law on the Civil Service and special laws, following the example of all members of the university community [17-19].

### V.4.2. Duties of administrative and technical staff

Demonstrate integrity, sincerity and loyalty to the management of any organisation concerned, respecting working conditions and preserving the material resources necessary for the well-being of the university community.

Ensure professional secrecy by maintaining the confidentiality of documents and information in its possession, subject to the needs of the service.

Accomplish a set of measures to provide all relevant information and services to the university community.

Maintain the safety and security of all university activities by complying with the regulations, instructions and measures taken by the administrative authority of the university institutions, demonstrating good character and honourable behaviour inside and outside the university, and avoiding any act incompatible with the position held.

To provide a public service that meets quality standards that require a friendly, courteous and respectful approach for all, including lecturers and students, particularly in the context of the tasks carried out, without delay or haste [2-6,17-19].

Research teachers and students have access to all the legal information and documents available to them.

## V.5. CONCLUSION

Rights and duties create a moral contract that embeds members of the university community. Respecting them promotes the building of a harmonious

coexistence, an effective learning environment, and an institutional culture based on fairness and accountability.

# CHAPITRE VI : HUMAN RELATIONS IN UNIVERSITY WORLD

## VI.1. INTRODUCTION

University links shape the institution's internal dynamics : educational, administrative, social, and professional relationships. Their ethical dimension is crucial to ensuring a climate of respect, cooperation, and trust. This chapter discusses these interactions and the principles that should guide them.

## VI.2. THE UNIVERSITY RELATIONSHIP : A HUMAN AND EDUCATIONAL FRAMEWORK

The university is an environment for learning, and also for human interaction. Human beings are inherently relational individuals who thrive on exchange, listening, and reciprocal relationships. In this context, the links that unite teachers, students, and administrative staff manifest themselves in three dimensions : educational, administrative, and socio-cultural. These relationships are organizedand influenced by the quality communication and the ability of everyone to respect others in an environment of learning, mutual respect, and collaboration [20].

## VI.3. TEACHER-STUDENT RELATIONSHIPS : RESPECT, COMMUNICATION, AND MENTORING

The learning process of students is extremely dynamic and requires interaction, because intellectual development happens gradually.

The educational interaction that happens between teacher and student is crucial for intellectual improvement (Table.VI.2**.)**. The teacher guides the student during their academic journey, encouraging them and offering a positive environment.

The relationship between students and teachers involves the following values [14,21]:

### VI.3.1. Mutual respect for dignity and difference, ideas, and identities

The concept of respect is fundamental within the institution, notably between teachers and learners. This principle involves embracing ideas and identities in all their diversity, and is reflected in behaviors and actions aimed at maintaining a healthy environment. Both students and teachers must adhere to class schedules, educational assignments, breaks, and all educational meetings.

In discussions around complex and potentially sensitive topics, such as the university's situation, teaching quality assessments, or the availability of special accommodations for religious reasons, ethical conduct is essential, and inappropriate language and behavior should be avoided. Frequent use of inappropriate vocabulary undermines the value of respect, and it is often necessary to refer to a code of deontology.

As part of a commitment to tolerance, all faculty members and students must respect diversity of opinion and backgrounds, refraining from any form of discrimination related to their actual or perceived origins, affiliations, religion, or political views in the context of their teaching and research responsibilities.

In sensitive matters, like learning and religious or political statements, ethics and proportionality should be a priority. Teachers and students are required to be tolerant and to disapprove of any discriminatory attitude related to origin, believes, or personal opinions [14,22].

### VI.3.2. Listening and communication skills

The students and their teachers must establish open and respectful communication, which is fundamental to creating a positive learning environment and a dialogue governed by mutual confidence.

To achieve this, it is important to develop a structured framework for meetings that encourages interaction, attentive listening, consistent communication, and tolerance. This approach allows

all parties to contribute actively, while recognizing that students are primarily responsible for building their own knowledge [22-24].

### VI.3.3. Self-acceptance and Authenticity

Educational scientists underline the need for an educational approach that places students at the center of the learning process. Among the keys to effective teaching is the ability of teachers to recognize the significance of their role in the learning process.

This requires educators to listen carefully to individual needs, value students' experiences, and encourage exploration and critical thinking. By developing this open attitude, educators will be able to incorporate innovative practices and stimulate active engagement from their students.

Furthermore, by reflecting on their role in learning, teachers are enabled to create a critical awareness of their practices, evaluate the impact of their teaching, and regularly re-examine their methods. This not only promotes their own professional development, but also that of their students, by providing them with an enriching and motivating framework for learning [14,22-24].

**Table.VI.2. Actions of Mutual Respect in the Teacher-Student Relationship**

| Role | Teacher Actions | Student Actions |
|---|---|---|
| **Support** | Support | Request assistance from the teacher |
| **Communication** | Communicate clearly | Communicate respectfully |
| **Evaluation/Feedback** | Value | Being attentive to information |
| **Provide constructive Feedback** | Contribute useful information | Participate actively and politely in discussions |
| **Offers help (tutoring)** | Giving advice and help | acknowledges the teacher's expertise |
| **Advices and refers** | Counselling and orientation | Taking recommendations/ references and further action |

These basics – respect, communication, and mentoring – are interrelated and crucial for developing an inspiring and positive learning environment [23,24] (figure VI.6).

**Figure.VI.6.** Foundations of an Inspiring and Positive Learning Environment.

## VI.4. RELATIONSHIPS BETWEEN STUDENTS : INTEGRATION, SOLIDARITY, AND COLLABORATIVE LEARNING

Student relationships are enhanced by the diversity of academic backgrounds, personal profiles, and experiences, especially when new high school graduates join the university. To promote their integration into the campus community, various approaches must be implemented.

**I**ntegration refers to the process of enabling students to be accepted, identified, and connected to the new academic and social structure. It is essential to their well-being, motivation, and academic success. To achieve this, interactions between students are important, particularly through discussions, joint activities, and social events. These interactions facilitate adaptation and create lasting bonds between participants [24-26].

Student relationships involve such aspects as:

**VI.4.1. Developing student exchanges : a key factor for integration and success**

The exchanges between peers are a major lever in helping students in difficulty to fully integrate into university life. They are crucial because they enable them to meet each other, understand the university environment, gain confidence and, for some, deepen their knowledge of our culture. Indeed, talking to each other makes it easier for students to integrate and facilitates their studies.

**VI.4.2. Developing collaboration through group work**

A highly effective method, group work is an essential strategic tool for making progress on complex issues. It allows the strength of the collective to be harnessed by combining energies and skills with the aim of optimizing productivity. This approach, which relies on rigorous organization and efficient facilitation, has the main advantage of addressing and resolving identified issues while exploiting opportunities. Beyond these concrete benefits, group work is also an excellent way to foster interpersonal relationships among students. Whether for school projects or study activities, these collaborative activities promote active and shared learning, helping to develop team spirit, creativity, communication skills, and the ability to overcome common challenges [24-26]. .

**VI.4.3. Valuing and practising mutual aid**

Mutual cooperation among students is also an essential aspect. Based on listening, availability, and mutual support, it allows individuals to exchange knowledge and experiences, thereby fostering meaningful relationships. This spirit of solidarity manifests itself through the sharing of course notes, helpful explanations of complex concepts, and moral support during difficult situations. There is also collective advocacy to raise common concerns through the administration.

In a collaborative learning environment, students develop a sense of mutual enrichment. They focus on sharing their skills, ideas, and perspectives to achieve a common academic goal.

Students collaborate on projects, participate in peer review sessions, and act as tutors to their counterparts.

These practices are part of active learning approaches that strengthen the sense of belonging and create a conducive environment for success while reducing failure rates and promoting personal and collective fulfillment [24-27].

Integration, solidarity, and collaborative learning represent a fundamental part of student relationships. They create a spirit of support that contributes to enriching both the academic experience and the personal development of students.

## VI.5. RELATIONS WITH ADMINISTRATIVE AND TECHNICAL STAFF: ESSENTIAL SUPPORT

One of the defining features of Algerian universities is the frequent interaction between students and non-teaching staff. These staff members are not only responsible for administrative tasks, but also for the operational aspects of teaching activities. They include audiovisual and scientific technicians, laboratory, information and guidance staff, librarians, engineers, and health service agents. All these civil and contract employees are governed by the general regulations of the civil service and by the university's own deontology and ethics code.

**Non-teaching staff** (technicians, librarians, nurses, guidance counselors, etc.) have a really important roll in keeping the university running smoothly. Their relationships with students should be founded on promote responsibility and commitment, principles of respect and rigour.

### VI.5.1. Promote Responsibility and Commitment.

Responsibility and engagement are the most important personality traits for harmonious living within the university community. Responsibility is rooted in the equilibrium between rights and duties. For a genuine commitment to responsibility on campus, actions and decisions must be justified by integrity and concrete evidence. This implies respecting the authority and power of each individual, while ensuring that they are carried out in a responsible and equitable manner.

### VI.5.2. Principles of Rrespect and Rigour.

The exchanges between support staff ( teaching assistants) and students must be conducted with courtesy and respect. Mutual respect is also imperative in interprofessional relationships, ensuring that students receive the best possible support throughout their studies. The university institution, for its part, must demonstrate rigorous intellectual standards and constant openness in order to fulfill its mission, maintaining the highest standards of integrity [28].

## VI.6. COMMUNITY LIFE : ENGAGING AND CREATIVE FORCE

Student associations provide dynamic spaces for civic and cultural participation. This allows students to get involved in a variety of activities, including cultural events, humanitarian initiatives, sports, and educational programs. Engaging in these activities promotes diversity, solidarity, tolerance, and creativity. However, it is governed by a strict framework that requires, among other things:

- ✓ Compliance with political and religious neutrality within the university setting.
- ✓ Adoption of a charter defining the rights and duties of associations.
- ✓ Respect of agreements governing the use of premises and responsibility in public communications.

For example, taking part in an intercollegiate robotics competition is a great way to see this kind of commitment in action: students design and present their own stuff, while collaborating with other teams. This project is a chance for them to show off their technical skills, team spirit, and ability to innovate [29].

## VI.7. CONCLUSION

Harmonious and ethical university relationships contribute to increased internal cohesion, an improved learning environment, and support for the university's overall mission. They are an essential factor in the development of a modern, inclusive, and successful institution.

# CHAPITRE VII : PRACTICES OF THE UNIVERSITY COMMUNITY

## VII.1. INTRODUCTION

University practices comprise the concrete implementation of the institution's ethical values and rules. They involve all educational, scientific, and administrative activities. This chapter focuses on all aspects of ethical practices, including the importance of transparency, quality, and integrity.

## VII.2. BESTS PRACTICES FOR TEACHERS : AN ETHICAL MODEL AND DEVELOPMENT TOOL

In their role of ensuring the academic and moral quality of the university, teachers must promote integrity, fairness, and sincerity, while rejecting corruption. They are required to defend the academic freedom that is essential to research, rigorously combat plagiarism, and protect copyright. Their primary responsibility also involves protecting the campus from political exploitation, promoting student creativity via participatory teaching methods, affirming national identity, and enhancing common values. Finally, they are expected to embrace open communication and assume social liability to influence the positive development of society.

### VII.2. 1. Promoting integrity, sincerity, and fairness

This axis aims to establish a university culture of intellectual honesty, merit, and impartiality, ensuring an environment where the quest for truth and rule compliance take priority over any personal interests. To attain this, it is imperative to:

Provide guidance and support to students in developing their academic skills and knowledge. A spirit of responsibility involves recognizing and accepting the consequences of one's actions (academic, professional). For example, teachers must systematically explain research methodology to students in order to emphasize objectivity, and students must submit detailed lab reports and take responsibility for the accuracy of their data.

Furthermore, it is crucial to reject all forms of material and moral corruption, which includes prohibiting and denouncing abuses of power, favoritism, or illicit enrichment ; for example, a professor must refuse an expensive gift from a student in exchange for favorable treatment, and refrain from forcing them to purchase their own books. Finally, the institution must actively guarantee fairness and impartiality by ensuring that rules, assessments, and opportunities are applied fairly and without discrimination to all members of the community ; for example, exam questions must be identical for the same courses, and grading must be anonymous or based on a public assessment grid to avoid favoritism [14,17].

**VII.2. 2. Academic freedom**

Academic freedom is a fundamental principle that guarantees everyone the right to perceive the truth and communicate it independently. It implies freedom of research, teaching, and publication, in accordance with the rules of scientific research.

Thus, when faced with certain issues (such as national economic policies), researchers must be able to work on sensitive or controversial topics and publish their findings, even if these contradict established opinions, provided that the content is based on validated scientific data and that professional ethics are respected [14].

**VII.2. 3. Combating scientific plagiarism**

The prevention of scientific plagiarism, a major form of intellectual fraud, is indispensable for preserving the value of academic degrees and the integrity of research. This requires the creation of a system for protecting patents and copyrights that allows academic authors to be recognized and legally protected for their work The bibliographic reference must be precise and clear for any idea or data cited. For example, in a thesis or dissertation, students must place direct citations in quotation marks and accurately indicate the author, year, and page of the work according to a recognized bibliographic standard. This process can be facilitated by the systematic use of anti-plagiarism software [14,27].

**VII.2. 4.The academic space is sacred**

The university campus, being a site of academic learning, intellectual reflection, and serenity, plays a key role in preserving its neutral character. It should be used for

educational and scientific purposes, and to avoid any external ideological influence. This means the university has a duty to ensure that the campus is not used for political purposes, such as holding political events or putting up political posters [14,27].

**VII.2.5. Cultivating creativity and innovation**

The teachers' mission is to develop students' creativity and innovation, transforming them into independent thinkers. transforming them into independent thinkers. This can be achieved by training students to think critically and engage in constructive, independent discussion, moving away from simple memorization and encouraging them to question and explore ideas in greater depth, particularly through structured debates in which students defend opposing points of view on scientific issues.

In addition, teachers should enable students to innovate in their learning methods and build confidence by encouraging exploration and originality. In this regard, teachers can propose open-ended projects (such as " Using technology to create numeric solutions to problems"), allowing students to freely choose their methods and tools, and accepting experimentation and learning from others mistakes [14,27].

**VII.2.6. National Identity**

The university's purpose should be to provide education to promote responsible and active citizenship, ensuring adherence to social values and principles and the preservation of national identity, which includes all elements in the community. In the field of engineering in particular, the university could set up design projects or case studies that incorporate technical patrimony and local infrastructure challenges [27].

**VII.2.7. Encourage a spirit of communication**

A communicative attitude is vital to a dynamic academic community and its role in society. Communication between university staff and students, both within and outside the university, must be strengthened and improved, with an emphasis on cooperation and teamwork in the public interest. This also

includes communication with institutions outside the university community. For example, the university can set up collaborative digital platforms to facilitate the sharing of resources between students and teachers, encourage multidisciplinary research projects involving several faculties, and sign partnership agreements with local businesses for internships or applied research projects, demonstrating its openness to society [27].

### VII.2.8. Social responsibility

Through their example and expertise, teachers can have a strong influence on their students' personalities, both through their knowledge and their ethical and civic attitudes. Therefore, they must assume social responsibility in order to actively and positively contribute to the progress of their university and society. In addition, an environmental teacher-researcher is called upon to share their expertise with local stakeholders in order to develop waste management plans or organize events to raise awareness of sustainable development, thus offering students the opportunity to put their knowledge into practice for the common good [27].

## VII.3. BEST PRACTICES FOR STUDENTS : COMMITMENT, RESPECT, AND EFFECTIVE PARTICIPATION

As an integral part of the university community, all students are encouraged to adopt a responsible attitude in their studies, namely to promote respect on campus, actively contribute to scientific and organizational spheres, and demonstrate a strong sense of social responsibility [14].

### VII.3.1. Promoting Campus Respect and Integrity

Students have a personal responsibility to provide a safe and respectful academic environment by adhering and promoting the core values of mutual respect and civility.

**Respect values and reject all forms of violence**

Students must respect the university's and society's values, strongly rejecting all forms of violence, whether verbal, physical, or digital. This includes insults, threats, harassment (including online), and any kind of hostile behavior.

In the event of a disagreement with a fellow student or teacher, for example, it is important to engage in calm and respectful discussion, or to seek mediation services, rather than acting out of anger or posting offensive comments on social media.

**Respecting the academic community**

Respect isn't just for teachers : it extends to the whole university community, including students, researchers, administrative and technical staff. This respect also applies to everyone's opinions and differences.

For example, during a class, a student may disagree with the view point of a professor or classmate. They can express their opinion, but must do so politely and using constructive arguments, without ever attacking the person.

**Assuming one's rights and responsibilities**

Being a committed student means both fulfilling your own responsibilities (such as attendance, participation, and academic honesty) and contributing to the respect of everyone's rights. Each student thus contributes to the smooth running of the campus.

For example, if a student observes cheating during an exam (lack of integrity) or discrimination against a fellow student (right to fairness), they have a moral responsibility to report it to the relevant authorities. Doing so means defending values that benefit the entire university community.

**VII.3.2. Scientific and organizational contribution**

Students are encouraged to become actively involved in the scientific and community life of their university. They are expected to participate in

conferences, seminars, clubs, or forums, which not only promotes personal enrichment, but also the sharing of knowledge and the development of team spirit. These activities allow students to put the knowledge they have acquired in class into practice and strengthen their communication and organizational skills.

Example : a student may present a research project at a university forum or help organize a science day dedicated to their field of study.

**VII.3.3. Social responsibility and civic engagement**

In order to become future leaders and citizens, students must interact with their social environment and participate positively in its improvement.

**Interacting and participating in university life:** Students have a social responsibility to be attentive and actively participate in what is happening in their academic environment and beyond. This makes them engaged members rather than just consumers of education.

They are involved in student associations (departmental councils, cultural, sports, or scientific clubs) to defend students' interests and improve living conditions on campus. They may also participate in awareness initiatives (recycling campaigns, tutoring for new students) to directly improve their environment.

**Contribute to academic and community life :** by participating in forums, conferences, and development initiatives.

**Take on social responsibility :** by interacting with their university environment and actively participating in group projects.

The university experience is based as much on knowledge as it is on human values. Human relationships and ethical practices help to forge a coherent, inclusive, and innovative academic environment. Faculty, students, staff, and

associations form the pillars of an system where respect, commitment, creativity, and responsibility are cultivated.

## VII.4. CONCLUSION

The ethics of university practices are a determinant factor in the reliability and credibility of the academic institution. By promoting responsible and consistent behavior, the university consolidates its missions and prepares its members to become committed and conscious actors in society.

# GENERAL CONCLUSION

The ethical and deontological dimension must be integrated into university education, which is nowadays a major academic imperative, particularly in scientific and technological disciplines such as engineering. The accelerated development of knowledge, the increasing systems complexity, and the determining social impact of technologies necessitate a thorough reflection on the social, professional, and human responsibilities of future engineers.

The content developed in this MESRS module highlights the importance of providing the university community (students, faculty, researchers, and staff) with a conceptual and normative framework to guide behavior and decision-making. These ethical references, based on dignity, integrity, responsibility, justice, transparency, and respect for fundamental rights, offer an essential foundation for ensuring the quality of teaching, research, and university life.

For engineering-related fields, this requirement takes a special significance : prospective engineers will be called upon to conceive, optimize, and secure systems that directly influence the environment, the economy, health, mobility, and, more broadly, the well-being of society. Scientific expertise must therefore be accompanied by a sensitive awareness of the public interest, an awareness of risks, vigilance in terms over conflicts of interest, and an ability to assess the ethical implications of technical choices.

Furthermore, the ethical approach described in this framework underlines the need to promote an academic and professional environment based on cooperation, tolerance, fairness, and mutual respect. These values are indispensable for training engineers who are able to work in teams, interact with multidisciplinary disciplines, and integrate societal expectations into their professional practices.

Finally, the rigorous implementation of an ethical and deontological culture in higher education is not limited to a set of rules. It also constitutes a fundamental

approach to training competent engineers who are aware of societal issues and committed to practicing their profession in a responsible and sustainable manner. It is on this condition that universities can successfully fulfill their mission : to prepare graduates who are capable of contributing to scientific and technological progress while respecting the basic values of society.

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