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An introduction to Ethics and deontology

Pedagogical support for M2 students

Specialty: Didactics

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CONTENTS

Part 01

Ethical Guidelines and Responsibilities in Education

1 Ethical Guidelines and Responsibilities in Education

1.1 GOALS

The code of ethics and deontology is a fundamental management guide that plays a pivotal role in various professions, encompassing principles of integrity, impartiality, loyalty, competence, and respect. It serves as a foundational framework that dictates the acceptable standards of behavior within these professions. Notably, it is significant in law enforcement, healthcare, legal practice, architecture, judiciary, and education, especially among teachers. In these contexts, adherence to the code of ethics is of utmost importance, as it is directly linked to individuals' credibility and professional integrity within these roles.

One of the critical functions of the code of ethics is to provide a set of guidelines that steer the conduct and decision-making processes of professionals. It ensures that individuals in these professions uphold ethical standards, maintain a high level of professionalism, and adhere to the values that underpin their respective fields. Moreover, it plays a vital role in safeguarding the rights and interests of various stakeholders, including clients, patients, students, and the general public.

Non-compliance with the rules outlined in the code of ethics can have serious repercussions, ranging from legal consequences to the severe penalty of losing the privilege to practice one's profession. It underscores the gravity of adhering to ethical principles and highlights the accountability that professionals bear in upholding the trust placed in them by society.

Ethics, as a broader concept, fulfills a critical mission in shaping any establishment's image, positioning, and priorities, whether an individual or an organization. Ethics operates through a combination of explicit written guidelines and implicit norms that collectively define the ethical compass of an entity. It is essential to

understand that professional ethics represents the amalgamation of these guiding principles and values specific to a particular profession or sector.

A well-established and dynamic ethical framework is essential in an academic institution like the Algerian University. Such a framework ensures the institution's credibility and reinforces its image and positioning within the broader academic community. A solid commitment to ethics fosters a culture of integrity, academic excellence, and trust among students, faculty, and stakeholders.

1.2 DEFINITIONS

Moral Theory is a fundamental concept in ethics that focuses on human conduct with the good as its central objective. Essentially, it is a framework that seeks to understand and define what actions and behaviors align with the concept of "the good." It provides a systematic approach to evaluating human conduct in light of moral principles and values.

Customs, habits, and rules of conduct are integral components of moral theory. These are the established practices and norms acknowledged and followed by a particular community or society, all of which are guided by the pursuit of what is considered morally upright or "good." Moral theory also extends its purview to institutions within society, particularly legal or quasi-legal ones. These institutions are crucial in enabling a community to achieve its objectives while upholding ethical standards and values.

On the other hand, ethics is the art of directing human conduct while considering the values at stake. It is a conscious and deliberate reflection on values, drawing from philosophy, psychology, and sociology. Ethics serves as a guide for individuals and communities to make informed decisions and take morally sound actions.

Within ethics, duty refers to the precise direction of conduct commanded by specific values. It represents the moral obligations and responsibilities individuals must adhere to in their actions and behaviors. Duty is fundamental to ethical conduct, shaping how individuals navigate ethical dilemmas and make choices.

Deontology is a systematic ethical theory that encompasses a set of duties, obligations, and responsibilities imposed on individuals while exercising their roles or functions. It provides a structured framework for evaluating the morality of actions, emphasizing the importance of adhering to moral duties and principles.

Obligation, in the context of ethics, is the cornerstone of ethical order. It is the force that subjects an individual's actions to the imperatives of duty. Obligation compels individuals to act following their moral responsibilities, ensuring that their conduct aligns with ethical principles and values.

Within the realm of ethics, responsibility refers to individuals' dual obligations. On one hand, it involves being accountable for one's actions, which includes providing an account of one's choices and behaviors. On the other hand, responsibility entails accepting the consequences of one's actions, whether positive or negative. It is a fundamental element of ethical conduct, as it reinforces the connection between actions and their impact on oneself and others.

As a concept in ethics, value encompasses what is considered accurate, beautiful, and sound based on personal judgment. These judgments may vary to some extent from one individual to another and may also be influenced by societal norms and values. Values are closely linked to individual and collective aspirations, serving as preferences and references that guide behavior and decision-making.

Ethics is a multifaceted concept that revolves around self-discipline and personal responsibility. It presupposes the existence of intrinsic motivation that encourages individuals to exercise free, autonomous, and internal control over their behaviors and

actions. It means that ethical behavior is not merely a result of external pressures or rules but stems from an individual's inner commitment to doing what is morally right.

Human freedom is central to ethics, which allows individuals to choose their behavior. This freedom to choose is essential in ethical decision-making, as it implies that individuals can make moral choices and are accountable for the consequences of their actions.

Moreover, ethics is personal and extends to the broader context of institutions and society. A collective commitment to ethical behavior is essential, particularly in institutions like universities. In this context, there is a shared responsibility to lead and uphold the institution's values and standards to the best of its ability. This commitment should be grounded in respecting the consciousness and expectations of all stakeholders within the university community.

The global perspective is also crucial in ethics, as it recognizes that everyone is a citizen of the world and acts within an environment that both conditions and is influenced by their actions. This global awareness underscores the interconnectedness of individuals and societies, emphasizing the importance of ethical conduct on a worldwide scale.

Within the university community, ethics is a matter that concerns all members, including students, teachers, administrative staff (ATS officials), and various governing bodies (CA, CS, CD, etc.). These individuals are bound by a set of values that they must respect. These values encompass social values, which relate to the well-being and harmony of society; business values, which pertain to ethical practices in the professional world; professional values, which guide conduct within specific fields or disciplines; and individual values, which reflect personal beliefs and principles. Promoting and protecting these values is a collective responsibility within the university community, ensuring that ethical standards are upheld, fostered, and maintained.

1.3 PEDAGOGICAL AND ETHICAL ACT

The educational act essentially involves the following partners

- Teaching
- The student
- Institution

1.3.1 THE PEDAGOGICAL ACT AND THE TEACHER

It is well known that the teaching mode (traditional, online or e-learning, by correspondence, etc.), teaching through its creative and relational capacities, is at the heart of the Pedagogical Act. The Teacher must ENTER his teaching place to teach WELL. The moral intention of "Good" is compatible with ethics. However, this intention can sometimes lead to paradoxical situations.

- For example, to ensure better RECEPTION and ASSIMILATION by the student, the teacher can redo in the form of reminders of the parts already taught in a prerequisite or taught laterally by one of his colleagues (COUR/TD). This reminder subjectively suggests
- Either the teaching deems the students incapable of doing their revisions
- Either his colleagues teach this part that he masters well. "WHAT IS UNETHICAL"
- The Teacher must keep abreast of the Scientific and Pedagogical Evolution of the subject he teaches to avoid routine repetition.
- It must Motivate and arouse the curiosity of students.
- He must show them that he is not a mere "TRANSMITTER" of knowledge but that he is also a PRODUCER insofar as the University teacher is also a Researcher, therefore INNOVATOR.
- The Teacher must not "ABUSE" the power conferred on him by the fact of TEACHING, but instead establish his Authority by his KNOWLEDGE, his DELICITY, and his INTEGRITY.

- He must reflect on the ATTENDANCE of the students and encourage them to do so more by their interest in the teaching provided than by SANCTIONS.
- The Teacher may not accept gifts or advantages, whatever their nature, in EXCHANGE for their Exam Marks.

1.3.2 THE PEDAGOGICAL ACT AND THE STUDENT

The Student represents the "TARGET" of the Pedagogical Act

- He must Respond positively to the INVESTMENT granted by the company for his training.
- As a LEARNER, he must constantly seek to RAISE his level and his CAPACITY to UNDERSTAND and ASSIMILATE the teachings.
- He MUST Respect his Teachers as well as the entire University Community
- He MUST Respect the Premises and all the HERITAGE of the University (Walls, Rooms, Tables, Desks, Chairs, Paintings, etc.).
- He MUST NOT FRAUD.
- He must avoid ABSENTEEISM in lessons.
- He must DOCUMENT himself to DEEPEN and COMPLETE his Teachings.

A/TEACHER'S BEHAVIOR

- No Liability
- Absenteeism
- Repeated delays
- Non-Respect of Hourly Teaching Volumes
- Correct dress code
- Communication problems resulting in Misunderstanding
- Language gaps
- Verbal and Physical Violence

B/ TEACHING CONTENT

- Obsolete(s)
- Not Adapted to Realities
- The Content provided remains static and poorly adapted to the realities of the moment.
- Lack of Clarity and Consistency in the Design of Programs
- Lack of openness to other sciences

C/ PEDAGOGICAL MODALITIES

- Inconsistency between teacher profile and teaching module assignment
- Use of PARTNERS in the event of significant promotions
- Poor distribution of teaching loads
- Inadequate Quality and Quantity of infrastructures (Rooms, Surplices – TD/TP)

D/ EVALUATION PROCEDURES

- Obtaining the Diploma without the student having acquired the required skills
- Validation of the years of training without the student having acquired the knowledge and know-how provided for in the programs
- Demobilization of Students and Teachers ("Illusion of Success")
- The Assessment Modes used by a MAJORITY of Teachers favor "By Heart" more than Understanding, REASONING, and Application.
- Evaluation of untreated parts or processed late distribution of handouts
- Too Much Bias in Skills Assessment Indulgence and Subjectivity in Scoring
- Supervision of Memoirs
  - o Poor management of this stage
  - o Ill-defined subjects
  - o Lack of follow-up by the supervisor
  - o Non-payment of the financial cost of the dissertation
  - o Phenomenon of Fraud and Plagiarism

E/ FAILURES OF THE INSTITUTION

- Regulation of student flows
- Dissemination of the Rules of Procedure
- The Taking of Sanctions

1.3.3 THE PEDAGOGICAL ACT AND THE INSTITUTION

– The Institution intervenes at the level of the COORDINATION of the Teachings (Schedules, list, organization of the CPCs, etc.)

– The Institution must be ATTENTIVE to the QUALITY of the Pedagogical act

– The Institution must make available to the Teachers the Premises Adequate to the lessons requested (Courses, TD, TP, Outings, Internships, etc.)

1.4 THE QUALITY OF THE PEDAGOGICAL ACT

A/ Definition of the terms "Pedagogical Act" and "Quality": what should be understood by these terms?

B/ University training, for what result?

C/ The Evaluation System: What should be evaluated?

– Knowledge (المعارف) or Skills (اهلية, كفاية)

– What are the Limitations (الحد), the Shortcomings (ثغرة, عدم كفاية), and the Miscellaneous of the Current Evaluation System

D/ What mechanisms should be put in place to improve the quality of the teaching act?

1.4.1 Definition of the terms "Pedagogical Act" and "Quality"

1.4.1.1 *Pedagogical Act*

To guide our definition, we could take inspiration from the Content of the Triangle proposed by Prof. Jean HOUSSAYE (Rouen, France), a schematization of the Nations of Education and Training composed of 03 poles.

- Pole A Student – Learner
- Pole B Knowledge
- Pole C Teacher – Trainer

Their associations along privileged axes determine distinct processes

- When the BC axis is predominant in the pedagogical situation, we are in the "TEACHING" process
- When the AC axis predominates in the case, we are in the "FORMING" process.
- When the AB axis predominates, we are in the "LEARN" process.

It means that in the pedagogical act, INTERVENE in an interactive way

- Training (Teaching)
- The Teacher
- The Student

The Teacher-Student Relationship is established by the transmission of KNOWLEDGE, KNOW-HOW (Practice) and KNOW-BEING (Attitude, Skills in Human Relations)

1.4.1.2 *Quality*

It is the enhancement of all the processes involved (Cf A-1) in the educational act to PRODUCE an "ELITE" via (by) an OBLIGATION to ENSURE a high level of training and higher education quality.

The good conduct of the Training requires both CONDUCT, MONITORING, and EVALUATION ACTIVITIES.

1.4.2 UNIVERSITY TRAINING, FOR WHAT RESULT?

Among the challenges of the University, we will mention ENSURING QUALITY training. It is necessary to answer 02 essential questions.

1) What are the training and diplomas issued by the Algerian University worth?
2) Is there adequacy of the results of the University Training to the GOALS assigned to the University?

University Education should CONTRIBUTE to scientific, technical, and technological development via the accumulation of KNOWLEDGE, the improvement of KNOW-HOW and Innovation to Socio-Economic development, and the IMPROVEMENT of the WELL-BEING of Society.

NB To estimate the quality of the pedagogical act, it is necessary to evaluate the different postures (steps) to which it refers.
- TEACH
- LEARN
- FORM
- EDUCATE

1.4.3 THE EVALUATION SYSTEM: WHAT SHOULD BE EVALUATED?

KNOWLEDGE OR SKILLS? WHAT DOES IT KNOW, AND WHAT CAN IT DO?

In the evaluation field, many human and pedagogical variables come into play. The quality of Assessment is closely linked to the relationships established between Students – Teachers, and Teachers.

It is also associated with the TASKS OF MANAGEMENT (DIRECTION – MANAGEMENT), the Political Orientations, and the Administration.

NB A few shortcomings, limits, and derivatives have been identified concerning the evaluation system applied.

a) TECHNICIST and LEGALIST ATTITUDES on the part of the Teachers who accept the Methods of Control of Knowledge Imposed by the Institution and Obey the Injunctions of the Ministry. Currently, the Evaluation is STILL an action more Administrative than Pedagogical.

b) From (x) of the Pedagogical View, the evaluation is reduced to EXAMS (most often Written) and to the notes of the TD / TP for obtaining the Diplomas. The Assessment is, therefore, more like a STATEMENT ACT than a natural assessment system of the students' skills acquired (Level of mastery of KNOWLEDGE, KNOW-HOW, and KNOW-BEING).

c) In many cases, it appears that the "SCOPE" takes precedence- Also, does this score reflect the level of Training?

d) Success rates?
   - They vary widely depending on the sector.
   - The Determination of the Redemption threshold according to the size of the promotions

- The Decision of the Number of exams during the Semester or the year related to the problems of the Calendar and the Availability of Rooms
- Timetables according to educational locations
- Time restrictions! (Do not go beyond 5 p.m.!... etc.)

"Pedagogical success" is related to a GENERAL AVERAGE OBTAINED within the framework of the Application of a COMPENSATORY SYSTEM, where often it is the marks of the additional subjects that "INFLATE" the so-called General Average.

In this case, does the "Success" consider the level of skills acquisition in the Training Area chosen by the student?

Doesn't this evaluation practice also have the consequence of "The Devaluation of University Diplomas"?

1.4.4 WHICH DEVICES TO IMPROVE THE QUALITY OF THE PEDAGOGICAL ACT?

For the Teacher to help the Student more effectively and to establish the BRIDGE between what he has learned and the socio-economic and cultural realities of his environment and the demands of the world of work, revisions are therefore necessary.

Redesign in Teacher Direction

- Creation of Regional Centers for the Training of Trainers. Their mission would consist of initiating the new teachers of the Superior in their new tasks and functions by dispensing them, among others, psychopedagogy, ethics, and deontology.
- Programming of refresher courses regularly (updating of knowledge)

- Changing the Role of the Teacher Conceive the teacher more like a FACILITATOR of the progressive Formation of the Know-How of the student.

Redesign in Student Direction

- Organization of open days for Terminale students to inform them of the missions of the University.
- Making a guide
- Preparation of a student charter
- Generalization of the teaching of the Ethics and Deontology module

In the Direction of the Institution

- Ensure the strict application of texts and procedures
- Implement a Communication Strategy
- Categorization of Sanctions according to the degree of seriousness
- Rewarding Academic Work

1.5 RIGHTS AND DUTIES OF STUDENTS (الحقوق و الواجبات)

1.5.1 Student rights

1.5.1.1 Principles اساس

The first and foremost right of Students is to RECEIVE high-quality education and Training.

- To do so, they must be Supervised by TRAINERS of Indisputable quality, using modern teaching methods adapted to their Training profile.
- They have the RIGHT to Respect (الاحترام), Dignity (الكرامة), and Honesty (الصدق) from Teachers and Administration.
- They must not suffer Discrimination (التمييز, التفرقة) or Segregation (الفصل, العزل)), whether related to Age, Religion, Ethnicity, Disability or any other particularity.

- They have the right to FREEDOM OF EXPRESSION and OPINION in compliance with the rules of their duties.

1.5.1.2 *Pedagogical Aspects*

- Students have the right to have Training programs, renewable periodically and adapted to the needs of the Environment.
- The course program must be given to them at the beginning of the year, and course materials (handouts, Ref books, site, etc.) must be made available to them.
- They have the right to a fair, equitable, and impartial EVALUATION
- The Delivery of Marks, accompanied by the corrected standard and the scale of the test
- The Consultation of the copies by the students must be redone within reasonable deadlines not exceeding those fixed by the CPC.
- The Student has the right to request an APPEAL for the revision of a copy or a note for which he considers himself wronged.
- The Student Admitted in Post-graduation is free to choose their Research Director(s)
- It must be ASSOCIATED with the publications of the research work it contributed to.

1.5.1.3 *MEANS FOR IMPLEMENTATION*

- ❖ Everything must be done to guarantee access to information at all times
- ❖ From the beginning and in transparency, they must have all the information concerning the university structure in which they are, particularly those related to its functioning, Internal Regulations, and the Teachers' names.
- ❖ They have the right to the health and safety of their study environment.
- ❖ Provide them with all the means of equipment, premises, and adapted services.
- ❖ Have access to the Library
- ❖ Have access to the Computing Center

❖ Have access to the Medico-Social Center

1.5.1.4   STUDENT ORGANIZATION

❖ Elect their Representatives to the Pedagogical Committees WITHOUT PRESSURE or HINDRANCE
❖ Be involved in creating Audiantine Associations in compliance with the Regulations in force.

The University is an Institution of public interest with the general mission of DEVELOPMENT of the people on the INDIVIDUAL PLAN that COLLECTIVE, HUMAN, and SOCIAL PROMOTION.

For this mission, the University ENSURES the Development and TRANSMISSION of Knowledge and the FREE DISSEMINATION OF KNOWLEDGE.
❖ Opening climate
❖ Of respect
❖ Of freedom
❖ And responsibility

Promoting the Exercise and EXPRESSION of THOUGHT and CRITICAL JUDGMENT.

Concerning this mission, the various members of the university community are therefore required to REFLECT and ACT in the respect and PROMOTION of the values that contribute to the full DEVELOPMENT of society, the university community, the profession, and the community.

ETHICS adj. اخلاقي ,ادبي
ETHICS n. اخلاق ,ادب
DEONTOLOGY يخالف بين , متجانسين
VALUES القيم
1) LOYALTY الصدق / الامانة
2) SOLIDARITY التكافل / التضامن
3) THE DIALOGUE الحوار / المحادثة / تبادل اراء
4) THE COMMITMENT التعهد / الالتزام
5) MUTUAL ASSISTANCE التساند / التعاون
6) THE COLLABORATION التعاون
7) THE COMPETENCE اهلية / كفاية
8) ATTENDANCE اجتهاد / دقة / مثابرة
9) INTEGRITY استقامة / نزاهة / كمال
10) PROBITY استقامة
11) TRANSPARENCY شفافية
12) THE CONTINUITY مداومة / استمرارية
13) EFFICIENCY فعالية
14) DILIGENCE بسرعة / عناية
15) CONFORMITY مطابقة
16) THE BALANCE توازن
17) DISINTERESTEDNESS اللامبالاة

PREAMBLE

As long as we seriously engage in the process of developing or revising a code, we quickly realize that we cannot do without a broader reflection on the values that we privilege individually and collectively, on the purposes of the professional activity, on the "mission" of the institution in which we work [1]. Fully sharing this thought of Pierre Fortin, we have agreed to develop this document around the mission of the University and the values that are attached to this mission.

The University [2]is an institution of public interest whose general mission is the development of people, both individually and collectively, and human and social advancement. For this mission, the University oversees the development and transmission of knowledge as well as the free dissemination of knowledge; it must be at the forefront of its environment in terms of maintaining a climate of openness, respect, freedom, and responsibility that promotes the exercise and expression of thought and critical judgment.

Concerning this mission, the various members of the university community are therefore required to reflect and act with respect for and promote values that contribute to the full development of society, the university community, the profession, and the community.

Ethics is essentially self-discipline and presupposes the existence of a motivation that encourages free, autonomous, and internal control of one's behavior and actions. It also presupposes the existence of human freedom, which allows the individual to choose a given behavior.

More than the simple consent or the simple submission to act according to the values set out in this text, this document is an invitation to commit ourselves together

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[1]Fortin, Pierre, Morality, Ethics, Ethicology, Presses de l'Université du Québec, Sainte-Foy, 1995, p.13.
[2]In this text, the term University takes the place of the expression Université du Québec à Chicoutimi.

to lead this institution to surpass itself and to the best of itself, and this is for everyone's conscience and the expectations of the community. "Everyone is a citizen of the world and acts in an environment which conditions their practice and which they influence through their training. Power is not confined to political institutions. It is everywhere where questions arise, and responsibilities arise.

This document, which can be described as a house charter, is intended to be the continuation of an ethical approach that has always been committed within the University, and we submit it to the individual and collective responsibility of each one. It is now up to us to allow ourselves to be imbued with it so that this orientation becomes day after day the natural reflex of everyone, the common thread of the professional action of this institution. In this way, we will ensure and maintain the highest ethical standards and promote the reputation and brand image of the University.

Note that this text also allows the external observer to know the values underlying the internal decision-making mechanisms; by the same token, it will enable this observer to increase his confidence in the University, even to support the University in pursuing its mission firmly.

The values this document promotes are classified concerning society, the university community, the profession, or the individual.

The reader will find at the end of this document specific definitions likely to clarify the understanding of the text.

Ethics concerns all members of the university community. The University's Board of Directors members are also subject to the respect of the values this document promotes insofar as their actions confront them with one or other of these values; in such a case, the term "administrator" must replace the term "member." Are also concerned by the respect of the values advocated in this document insofar as their actions confront them with one or other of these values; the people who work at the

University as employees of a company that dispenses its services to the University under a service contract between the University and this company (such as cafeteria service, security service, and housekeeping service). Finally, they are also subject to compliance with the values set out in this document as their actions confront them with one or other of these values—people who work at the University as contractors, particularly those who work on a research project.

1.6 SOCIAL VALUES

1.6.1 INTRODUCTION

The provided text illuminates the crucial role of the University as a social institution created by the State. It underscores the University's inherent commitment to the societal objectives and projects established by the broader community. The central mission of the University, which revolves around human development and social progress, is firmly rooted in this social context.

In alignment with its role in society, the text emphasizes that members of the University, including faculty, researchers, and staff, bear a significant responsibility in shaping the future of the social project. They ensure their educational, research, and community engagement activities align with and contribute to society's broader goals and aspirations.

In light of the principles above, it emphasizes the University's duty to promote fundamental values that serve as the bedrock of any thriving human society. These values include education, culture, pluralism, multiculturalism, work, technological advancement, life and health, well-being, the environment, and solidarity.

Education stands out as a primary value, reflecting the University's mission to impart knowledge and foster intellectual growth among its students. Culture represents the preservation and dissemination of cultural heritage and the cultivation of intellectual and artistic pursuits. Pluralism and multiculturalism underscore the

importance of diversity and inclusivity, recognizing the richness that different perspectives and backgrounds bring to society.

Work signifies the role of the University in preparing individuals for meaningful employment and economic contribution. Technological development acknowledges the University's role in advancing cutting-edge technologies that benefit society. Life and health emphasize the importance of research and education in healthcare and life sciences. Well-being extends beyond physical health to mental and emotional well-being, recognizing that a holistic approach is essential for societal progress.

The environment highlights the responsibility of the University to promote sustainability and address environmental challenges. Lastly, solidarity underscores the importance of a cohesive society where individuals support and assist one another in times of need.

1.6.2 VALUES

❖ **Education**

Education is a multifaceted process that serves general and specific purposes in shaping individuals and nurturing their intellectual and moral growth. At its core, education involves the formation and development of the human being, encompassing various aspects of their cognitive, emotional, and social dimensions. Moreover, it extends to cultivating the human spirit, which pertains to the moral, ethical, and philosophical aspects of an individual's character. This duality underscores the broad and encompassing nature of education.

In practical terms, pursuing education requires a systematic approach involving measures and actions aimed at meeting the diverse training and developmental needs of members of society. It implies that education is not a one-size-fits-all endeavor but rather a dynamic and responsive process that adapts to the unique requirements of learners. These measures encompass various educational institutions, such as schools,

colleges, and universities, which play a crucial role in acquiring knowledge, skills, and values.

One vital aspect of the educational process is the evaluation of the relevance of teaching programs concerning the ever-evolving needs of society. The curriculum, teaching methodologies, and educational content must continuously evolve to align with the changing demands of the workforce, new technologies, and changing societal values. This examination of program relevance ensures that education remains a potent tool for personal and societal advancement, fostering adaptability and critical thinking among individuals while addressing the challenges and opportunities that arise in an ever-changing world.

❖ Culture

First and foremost, knowledge acquisition is the cornerstone of human progress and personal growth. In today's knowledge-driven society, access to information and the ability to assimilate it effectively are fundamental to individual empowerment. Individuals gain the intellectual tools necessary to navigate a complex and rapidly evolving world through education and lifelong learning. This acquisition of knowledge is the catalyst for fostering a well-rounded understanding of diverse subjects, cultivating critical thinking skills, and developing a discerning judgment.

In culture, knowledge is the bedrock upon which cultural development is built. When individuals acquire knowledge in various fields such as philosophy, literature, arts, and sciences, they contribute to enriching and preserving cultural heritage. A deep understanding of these domains allows individuals to appreciate the historical context, philosophical underpinnings, and artistic nuances that define a culture. As such, knowledge acquisition becomes essential for transmitting cultural values, traditions, and creative expressions from one generation to the next.

Critical thinking, taste, and judgment are integral components of human intellectual development that are nurtured through the accumulation of knowledge. Critical thinking involves critically analyzing, evaluating, and synthesizing information. It enables individuals to question assumptions, challenge prevailing beliefs, and arrive at informed conclusions. Taste and judgment, on the other hand, pertain to the capacity to discern quality, beauty, and value in various aspects of life, from literature and art to ethical dilemmas and scientific theories. Knowledge empowers individuals to develop refined tastes and make informed judgments, enriching their personal and cultural lives.

❖ **Pluralism**

First and foremost, human beings are inherently unique, possessing many beliefs, opinions, tendencies, and mentalities shaped by their experiences, cultural backgrounds, and individual journeys. This diversity is a testament to the complexity of the human mind and the capacity for individual thought and expression. It encompasses various perspectives on ethics, politics, religion, and personal values.

At the same time, this diversity is not a source of division or discord but rather a profound source of wealth and enrichment. It forms an integral part of the world's cultural heritage, contributing to human civilization's tapestry. The coexistence of multiple belief systems, opinions, and mentalities fosters a dynamic and vibrant society where dialogue, exchange, and innovation can flourish. Institutions evolve, adapt, and progress through the interaction and interplay of these diverse elements.

Moreover, this wealth of diversity is a foundation for tolerance, empathy, and understanding. It challenges individuals and communities to engage in meaningful conversations, bridge differences, and find common ground. Doing so fosters social cohesion and promotes a more inclusive and harmonious world.

Furthermore, recognizing the diversity of beliefs, opinions, tendencies, and mentalities among human beings underscores the importance of preserving and celebrating cultural heritage. Cultural heritage encompasses tangible artifacts, historical sites, and intangible aspects of culture, including language, traditions, and worldviews. This heritage is enriched and sustained by the diversity of human thought and expression, and it is a testament to the enduring legacy of humanity's collective experiences.

❖ **Multiculturalism**

First and foremost, universities serve as essential platforms for cultural exchange and learning. Opening up to other cultures creates opportunities for students, faculty, and the broader academic community to engage with different worldviews, traditions, and belief systems. This engagement fosters a deeper understanding of the cultural nuances, histories, and values that shape societies around the globe. It also promotes empathy and tolerance by exposing individuals to perspectives and experiences that may differ from their own.

Instilling respect for differences and adapting teaching methods is crucial in this context. To effectively educate a diverse student body, universities should tailor their pedagogical approaches to accommodate various learning styles, cultural backgrounds, and linguistic differences. This adaptability not only enhances the inclusivity of education but also facilitates cross-cultural communication and collaboration. Through these educational experiences, students can develop the skills necessary to engage with cultural diversity constructively and meaningfully.

Furthermore, the text rightly acknowledges that all cultures, in their multifaceted variety, contribute to the heritage of humanity. This perspective highlights the interconnectedness of cultures and the notion that no single culture exists in isolation. Instead, they interact and influence one another, enriching the collective cultural

tapestry of humanity. This recognition underscores the importance of preserving and celebrating cultural diversity as a fundamental aspect of human heritage.

❖ Work

Work is a fundamental aspect of human existence and holds multifaceted significance in society. Beyond its economic function of providing income and livelihood, work serves as a means through which individuals contribute to the well-being of their communities and society. This contribution can take various forms, from paid employment that drives economic growth to voluntary work that supports social causes and nonprofit organizations. Work is a channel through which individuals express their skills, talents, and passions, and it plays a vital role in shaping personal identity and self-esteem.

In the context of universities, the mission of developing the human person encompasses academic and intellectual growth and personal and professional development. Universities aim to equip students with the knowledge, skills, and values necessary to succeed in their chosen careers and actively participate in society. Therefore, universities are responsible for ensuring that the concept of work is integrated into their educational framework in a way that makes it rewarding and valuable for students.

To achieve this, universities can offer programs and resources that connect academic learning with real-world experiences, internships, and community service opportunities. Doing so, they help students understand the practical applications of their education and develop a sense of purpose in their future careers. Additionally, universities can foster a culture of respect for all forms of work, emphasizing that each type of work, whether paid or voluntary, contributes to the greater good and deserves recognition and value.

❖ **Technological development**

Research work related to technological development plays a pivotal role in shaping the contemporary socio-economic landscape. Such endeavors are often favored due to their potential for generating significant social spinoffs. These spinoffs encompass many benefits, including advancements in technology, improvements in quality of life, and economic growth. It is essential to recognize that technological development is not a solitary endeavor but a collective effort that engages academia, industry, and society. Consequently, the impact of research on society is a critical consideration in contemporary research frameworks.

In the context of research ethics and responsible innovation, researchers and institutions must consider the foreseeable consequences of their work on society. It reflects a growing awareness of research outcomes' potential positive or negative impacts on various facets of society, such as ethics, culture, economy, and public policy. Ensuring that research is conducted with a holistic view of its implications fosters responsible innovation, reduces potential harm, and maximizes societal benefits. Researchers must actively engage in ethical discussions and collaborate with stakeholders to mitigate risks and enhance the positive societal outcomes of their work.

The statement mentions the university's monopoly situation, highlighting its unique position within a given field of research or expertise. In such cases, universities are responsible for ensuring their research activities do not create unfair competition with other companies or entities operating in society. This commitment to fair competition is rooted in principles of equity and ethical research conduct. Universities must strike a balance between pursuing innovative research and safeguarding the interests of external stakeholders. It often involves establishing clear guidelines for collaboration, technology transfer, and intellectual property rights to prevent undue advantage that could undermine competition in the broader marketplace.

❖ life and health

In the context of professional responsibilities, it is paramount that individuals, especially those entrusted with specific duties or roles, prioritize and uphold their obligations to life and health. This fundamental principle underscores the importance of safeguarding the well-being of oneself and others while carrying out their duties.

Firstly, the obligation to life encompasses a profound duty to protect human life from harm or threat. It emphasizes the sanctity of life and the responsibility to avoid actions that may jeopardize it. In a professional setting, individuals must take all necessary precautions and adhere to established safety protocols to prevent accidents, injuries, or incidents that could potentially result in the loss of life. It also extends to respecting the value and dignity of every individual's life, regardless of their role or position in the organization.

Secondly, the obligation to health involves recognizing the significance of physical and mental well-being. In performing duties, individuals should ensure their health and consider the health of colleagues, clients, and stakeholders. It includes providing a safe and conducive working environment that minimizes health risks, promoting wellness programs, and promptly addressing health-related concerns. Acknowledging the interconnectedness of physical and mental health is also vital, as stress, burnout, and mental health issues can significantly impact one's ability to fulfill their professional obligations effectively.

Furthermore, these obligations are often underpinned by legal and ethical frameworks that dictate the standard of care and responsibility expected in various professions. For instance, healthcare professionals have a well-defined moral duty to prioritize patient well-being, while safety regulations in industries like construction establish clear obligations to protect workers from harm.

❖ **The well-being**

First and foremost, universities are institutions dedicated to pursuing knowledge and intellectual growth. They serve as hubs of education and research, providing individuals access to various academic disciplines and opportunities for intellectual exploration. Meeting the intellectual needs of society means offering comprehensive educational programs, conducting cutting-edge research, and fostering a culture of critical thinking and innovation. In doing so, universities empower individuals with the skills, knowledge, and abilities necessary to contribute to society's progress and address its challenges.

Additionally, addressing the moral needs of society is an equally crucial aspect of a university's mission. Universities serve as moral compasses, helping individuals develop a solid ethical foundation and a sense of social responsibility. It includes promoting honesty, integrity, empathy, and respect for diversity. Through ethical education and moral guidance, universities help shape individuals who are academically proficient and ethically responsible citizens. It, in turn, contributes to society's overall well-being by fostering a sense of community, trust, and social cohesion.

Furthermore, universities also play a vital role in advancing societal well-being through community engagement, public service, and partnerships with various stakeholders. These collaborations extend the reach and impact of the university's mission, ensuring its benefits are accessible to a broader segment of society. By actively participating in addressing societal challenges, universities fulfill their commitment to the well-being of their communities and society at large.

❖ The environment

Sustainable human development is a holistic approach that seeks to balance the well-being of current and future generations with the conservation and responsible use of natural resources. It recognizes that human progress should not come at the expense of the environment. This concept encompasses economic, social, and environmental dimensions. Economically, it involves promoting inclusive growth and reducing poverty. Socially, it aims to ensure access to essential services, education, and healthcare for all. Environmentally, sustainable human development acknowledges the finite nature of our planet's resources and the need to protect ecosystems, biodiversity, and the climate.

The notion of ecological debts is integral to the understanding of sustainable development. It refers to the cumulative negative impacts on the environment resulting from activities such as overconsumption of resources, pollution, deforestation, and carbon emissions. These debts burden future generations as they inherit a degraded environment with fewer resources and a disrupted climate system. Minimizing these ecological debts by adopting responsible consumption patterns, transitioning to cleaner technologies, and conserving natural habitats is imperative.

In the context of the text's reference to "members," it is crucial to recognize that these could be individuals, organizations, or even nations. They have specific responsibilities as trustees and custodians of the environment. Firstly, they must assess the planet's carrying and productive capacity before making decisions about using natural resources. It consists in understanding the Earth's ecological limits and ensuring that human activities do not exceed them, causing irreparable harm to ecosystems.

It means that members should have access to accurate and comprehensive information about the potential environmental impacts of their actions. Informed decision-making is vital to avoid unintentional environmental harm and choose

sustainable alternatives whenever possible. It can involve conducting environmental impact assessments, considering life cycle analyses, and embracing technologies and practices that minimize ecological footprints.

Lastly, compliance with environmental laws, regulations, policies, and procedures is essential to responsible environmental stewardship. Rules and regulations are in place to safeguard the environment and human health. Members should adhere to these regulations and proactively seek ways beyond compliance, striving for environmental excellence. It might involve adopting voluntary sustainability standards, participating in conservation initiatives, and investing in research and development to mitigate environmental impacts.

❖ Solidarity

Solidarity is a fundamental principle that underscores the importance of social cohesion and shared responsibility within a community or society. It goes beyond mere awareness of common interests; it represents a deep commitment to supporting and uplifting fellow members of the community. Solidarity is not just a moral virtue; it is a social contract that binds individuals and groups together in times of need and reinforces the idea that we are all interconnected.

At the heart of solidarity lies a moral obligation to serve the members of society. This moral imperative recognizes that as part of a larger community, individuals have to contribute to the well-being of others. Solidarity challenges us to look beyond our interests and consider the collective good. It calls for empathy and compassion, encouraging us to extend a helping hand to those who are less fortunate or facing hardships.

Furthermore, solidarity implies a readiness to assist when necessary. This readiness to assist reflects a proactive approach to addressing the needs and challenges that arise within a community. It acknowledges that societal well-being is contingent

upon the support and cooperation of its members. In times of crisis, be it a natural disaster, economic downturn, or a public health emergency, the principle of solidarity comes to the forefront. It compels individuals and institutions to rally together, pooling resources, expertise, and effort to mitigate suffering and find solutions.

Geographical, cultural, or social boundaries do not limit solidarity. It transcends these divisions, emphasizing our shared humanity. In a globalized world, solidarity extends beyond national borders, as nations recognize their responsibility to assist one another during international crises or humanitarian emergencies. This global perspective on solidarity underscores the interconnectedness of our world and the importance of collective action to address global challenges like climate change, poverty, and health pandemics.

1.7 COMMUNITY VALUES

1.7.1 INTRODUCTION

The university community [3] is an integral part of Quebec society. By the general mission of the University, the members of such a community have the objective of participating in the development and promotion of the university community and participating in the development and social advancement of Quebec. They demonstrate a constant concern to come ever closer to achieving this objective.

As a community organization, a university plays a pivotal role in shaping not only the academic development of its students but also in instilling and promoting fundamental values that underpin any thriving community. Loyalty, solidarity, commitment, mutual aid, interdisciplinarity, and collaboration are not only integral to the educational mission of a university but also crucial for fostering a sense of belonging and purpose among its members.

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[3] This is the community made up of members of the University of Quebec at Chicoutimi.

In a university context, loyalty signifies a deep attachment and allegiance to the institution's mission and values. It implies a commitment to upholding the university's reputation and contributing positively to its growth. Students, faculty, staff, and alums all play essential roles in demonstrating loyalty by cherishing their affiliation with the institution and actively participating in its activities and initiatives.

Solidarity, as mentioned in the text, is a cornerstone of community building within a university. It entails standing together in need, supporting one another's endeavors, and recognizing the university community's shared goals and challenges. Solidarity fosters a sense of unity and belonging, creating a more supportive and inclusive environment for all members.

Commitment is an essential value in the pursuit of academic excellence. It implies a dedication to one's studies, research, and personal growth. Faculty members demonstrate commitment by providing quality education and engaging in research that advances knowledge. Students exhibit commitment by striving for academic excellence and actively participating in extracurricular activities that enrich their university experience.

Mutual aid emphasizes helping and supporting each other within the university community. This value reinforces the idea that success is not a solo endeavor but a collective achievement. Whether peer tutoring, mentorship programs, or emotional support, mutual aid ensures that no one is left behind and all members can access the resources they need to thrive.

Interdisciplinarity and collaboration encourage a holistic and innovative approach to problem-solving and research. Universities are hubs of diverse knowledge and expertise, and these values encourage breaking down disciplinary silos to address complex challenges that require multidisciplinary perspectives. Interdisciplinary research and collaboration between departments or institutions lead to groundbreaking discoveries and solutions to real-world problems.

1.7.2 VALUES

❖ **Loyalty**

The members demonstrate loyalty; that is to say, they are entirely faithful to their commitments to the university community.

Loyalty implies adherence to the University's mission and the significant orientations and objectives the university community pursues to achieve this mission.

If you show loyalty, you cannot transmit documents to third parties to discredit the University or cause harm to it. Faithfulness entails defending the interests of the University.

❖ **Solidarity**

Solidarity is expressed by a keen awareness of a community of interests, which entails the moral obligation to assist the university community members. Working in an institution of public interest, one must show solidarity.

❖ **Dialog**

Called upon to exercise their spirit of community solidarity daily, the members dialogue as much when they are placed in a context of positions that are controversial or opposed to their own as when the time comes to denounce attitudes or behaviors that are harmful to the individual or community good. In this context, flexibility, rigor, and firmness are called upon.

❖ **The commitment**

Commitment is the attitude of a person who, becoming aware of his belonging to the community, renounces the position of simple spectator and becomes an actor, a partner for the very future of the community.

❖ **Mutual aid**

Mutual aid assists one or more community members in attaining community objectives better.

❖ **Interdisciplinarity**

The university community brings together specialists from various disciplines, and interdisciplinarity is increasingly essential to developing and transmitting knowledge. Therefore, in exercising their functions, the members take advantage of this fact.

❖ **Collaboration**

The exercise of community life promotes collaboration or joint work. Mutual aid and interdisciplinarity will only be better served.

1.8 PROFESSIONAL VALUES

1.8.1 INTRODUCTION

The general mission of the University refers to individual and collective development and human promotion. Also, the University ensures that professional activities promote such development and advancement. Thus, it establishes a climate of openness, respect, freedom, and responsibility. Each professional and group contributes to maintaining and developing such a climate.

Under its educational mission, the University must promote the central values that are the basis of all professional education: competence, scientific integrity, intellectual property, probity, transparency, continuity, efficiency, diligence, compliance, balance, disinterestedness, confidentiality, accountability, and exclusive service.

1.8.2 VALUES

❖ **The competence**

Competence consists of in-depth and recognized knowledge that confers the right to judge and decide on some issues. It presupposes updating one's ability and, in the case of the teacher, constantly adapting one's teaching methods to ensure meaningful learning.

Competence makes it possible to resist the pressures where quality and productivity come into conflict and makes it possible not to sacrifice rigor during the media coverage of research work.

❖ **Attendance**

The exercise of the attributions of his employment to the best of his competence implies the exercise of diligence.

❖ **Scientific integrity**

The behaviors and attitudes that prevail during the performance of teaching, research, or creative work ensure the safeguarding the fundamental values linked to scientific integrity.

❖ **Intellectual property**

The behaviors and attitudes that prevail during teaching, research, or creative work ensure the safeguarding of the fundamental values associated with intellectual property.

❖ **Probity**

His duties are performed with honesty, justice, and integrity, that is, with absolute goodness.

❖ **Transparency**

Those who are invested in power account for their actions transparently, that is to say, by letting the whole reality appear without it being altered or biased.

Anyone acting reasonably and prudently presented all the elements deemed relevant and brought to his attention during his duties is presumed to be transparent.

Transparency involves making information accessible to third parties, including members of one's organization.

The exercise of transparency makes it possible to maintain and increase public confidence in the integrity and impartiality of the Université du Québec à Chicoutimi and its members.

❖ **The continuity**

Continuity requires ensuring that, when power is transferred, everything necessary for the exercise of that power is accessible.

It also includes the requirement to ensure that the actions taken do not jeopardize the institutional achievements.

Continuity also includes the need to keep management documents up to date.

❖ **Efficiency**

Efficiency is a value that ensures that we obtain optimal performance while maintaining a minimum use of resources.

❖ **Diligence**

Diligence means that one is eager in the execution of one's work. However, the eagerness is such that the work is done with attentive care, thoroughness, and application.

❖ **Conformity**

Members ensure their activities comply with the laws, regulations, policies, and procedures applicable to the University.

❖ **The balance**

Balance implies a fair use of means according to available resources, constraints, and limits in an evolving environment.

❖ **Selflessness**

Disinterestedness is a value that ensures that one detaches oneself from any personal interest in performing one's duties.

Disinterestedness ensures that one subordinates one's interests to those of the University and one devotes oneself to safeguarding the heritage of the University.

The practice of disinterestedness supposes that one avoids situations where one's interest could or might outweigh the interest of the University under which one carries out one's duties.

The use of the University's human, material, or financial resources is done so that the members' interests do not outweigh the interests of the University.

❖ **Confidentiality**

Based on personal and collective discernment, we constantly seek to disclose what appears essential for advancement, security, and individual and collective fulfillment, even if such disclosure is not expressly prohibited and even if these facts or information are accessible to others.

❖ **Accountability**

Accountability is the possibility of considering a person materially and ethically responsible for his actions.

It is up to anyone involved in the future of the University to assume their responsibilities, that is to say, to answer, to be responsible for their actions or those of the people for whom they are responsible.

The members are, therefore, aware that they are deemed responsible for their good and bad management during their functions. More specifically, they are accountable to society for administrating the sums of money entrusted to them, whether from external (public or private) or internal funds.

❖ **The exclusive service**

Unless there is a written and explicit agreement to the contrary, its services to the University are provided exclusively.

1.9 INDIVIDUAL VALUES

1.9.1 INTRODUCTION

The general mission of the University, let us recall, refers to individual development and human advancement. Also, the University must ensure that during their work experience at the University, everyone can bring their original contribution to the achievement of this mission.

Thus, with respect for the dignity of the human person, each human being has the right to be treated as an end in itself and must be at the center of our concerns.

People, who constitute the primary resource of the University, carry within them individual values, and they are united in their approach to a better appropriation of such importance. During this process, they set themselves the goal of growing together.

Given the above, the University must promote the central individual values: equality, dignity, fraternity, freedom, justice, equity, and impartiality.

1.9.2 VALUES

❖ Legality

The concept of equality is a fundamental principle that underpins modern democratic societies and human rights frameworks. It encompasses the idea that everyone should be treated fairly, respectfully, and equally regardless of their backgrounds, characteristics, or circumstances. The text succinctly captures the essence of equality by highlighting two critical aspects: treating individuals as equals and recognizing their equal rights.

Treating individuals as equals means no one should be subjected to discrimination, prejudice, or bias based on race, gender, religion, age, disability, or social status. It implies that in interpersonal interactions and societal institutions, people should be judged by their merits, abilities, and character rather than their inherent characteristics or differences. Treating individuals as equals promotes a sense of inclusivity and fosters an environment where diversity is celebrated rather than used as a basis for division.

Equality is closely tied to the concept of equal rights. It signifies that every person has a similar claim to fundamental human rights and legal protections. These rights encompass civil, political, economic, social, and cultural dimensions and include the right to life, liberty, security, education, healthcare, and participation in society's decision-making processes. The principle of equal rights ensures that no one is arbitrarily denied access to opportunities, resources, or protections simply because of who they are.

Furthermore, equality goes beyond formal legal frameworks; it extends into societal attitudes, practices, and systemic structures. Achieving true equality requires addressing overt and subtle forms of discrimination and rectifying historical injustices. It necessitates proactive efforts to dismantle barriers that hinder marginalized groups

from realizing their full potential. It may involve implementing affirmative action policies, promoting diversity and inclusion initiatives, and raising awareness about the importance of equality in all aspects of life.

In contemporary society, pursuing equality remains an ongoing and evolving challenge. Issues such as income inequality, gender disparities, racial discrimination, and disparities in access to education and healthcare continue to persist in various forms. As such, the principle of equality requires vigilance and collective action to ensure that it is upheld and advanced. Governments, institutions, organizations, and individuals all have a role in promoting equality through legislation, policies, advocacy, education, and everyday behaviors.

❖ **Dignity**

The concept of dignity is a fundamental aspect of human rights and ethics. It represents every individual's inherent worth and value, regardless of background, circumstances, or characteristics. The text succinctly captures the essence of dignity by highlighting that it manifests through treatment marked by respect.

Respect, in this context, signifies recognizing and valuing every person's autonomy, agency, and humanity. Treating others involves refraining from actions or behaviors that degrade, demean, or violate their intrinsic dignity. It means acknowledging the individual's right to make choices, express opinions, and have their voice heard, even when those choices or beliefs differ from one's own.

Respect also extends to the idea of informed consent. It means that individuals have the right to decide about their own lives, bodies, and personal matters, provided they can do so. Respecting an individual's autonomy in decision-making is crucial in healthcare. For example, patients can choose treatment options, including whether to accept or decline medical interventions.

Moreover, dignity is closely connected to the concept of human rights. Human rights, as enshrined in various international declarations and conventions, are rooted in the belief that everyone is entitled to certain inherent rights and freedoms, simply under being human. These rights include life, liberty, security, and freedom from torture, discrimination, and degrading treatment. Respecting dignity means upholding and protecting these rights for all individuals, regardless of their circumstances.

Dignity also plays a central role in healthcare, law, and social work ethical considerations. In medical ethics, for instance, respecting patients' dignity is embodied in practices like obtaining informed consent, maintaining confidentiality, and providing compassionate care. In legal and judicial contexts, it means ensuring that individuals are treated fairly and with respect for their rights and humanity.

❖ **The respect**

Respect is a multifaceted concept encompassing various dimensions of human interaction and ethical conduct. The text offers valuable insights into how respect manifests in our personal and professional lives.

As highlighted in the text, one crucial aspect of respect is the consideration we show to individuals based on the value we recognize in them. This recognition of inherent worth and dignity is at the core of respecting human rights and the principles of equality. It means that regardless of a person's background, role, or position, they are entitled to fairness, empathy, and consideration.

Furthermore, respect extends to interpersonal relationships through politeness and courtesy. Politeness and courtesy are not mere social niceties; they are expressions of respect that create harmonious and constructive interactions. When individuals are polite in their dealings with others, it fosters a positive and inclusive environment, promoting effective communication and collaboration.

In workplaces and organizations, courtesy and politeness are particularly crucial. It contributes to the development of a dynamic and stimulating work climate. Such an atmosphere is open to change, innovation, and the pursuit of human well-being. When employees and colleagues treat each other with respect and courtesy, it enhances job satisfaction, productivity, and overall morale, ultimately benefiting both individuals and the organization.

Respecting people also entails rejecting all forms of threat, coercion, harassment, and discrimination. It is a fundamental principle in ensuring a safe and equitable environment for everyone. Harassment and discrimination based on gender, race, religion, or sexual orientation undermine respect and create hostile conditions that impede personal and professional growth. Organizations and institutions must actively combat such behavior to maintain an atmosphere of respect and inclusion.

Moreover, respect is not limited to how we treat individuals but extends to the institutions and organizations we engage with. This perspective acknowledges that universities, companies, and other entities play essential roles in society and deserve to be treated with respect. It involves honoring rules, policies, and procedures and conducting oneself with integrity and professionalism in all interactions with these entities.

Another aspect of respect emphasized in the text is reserve and restraint. It signifies the importance of guarding against excess in one's remarks and judgments. Respecting this principle prevents individuals from making hasty or injurious comments that may harm others or infringe upon their privacy. It underscores the significance of thinking before speaking and considering the potential consequences of one's words.

❖ **Discretion**

As the text rightly points out, treating people with respect extends beyond surface-level politeness and courtesy. It delves into discretion, integral to maintaining trust and upholding personal and professional boundaries.

Discretion, in the context of respect, signifies the ability to keep other people's secrets and confidential information. It demonstrates ethical behavior and integrity, as it reflects a commitment to safeguarding the privacy and dignity of individuals. Respecting confidentiality is paramount in various settings, from personal relationships to professional responsibilities.

One crucial area where discretion is of utmost importance is handling personal information. Individuals often come across sensitive and confidential information entrusted to them in both personal and professional capacities. This information can include personal stories, medical records, financial data, or any details that someone wishes to keep private. Respecting confidentiality means refraining from sharing this information without proper authorization and taking active measures to protect it from unauthorized access or disclosure.

In professional contexts, such as serving on boards or committees, discretion is a cornerstone of ethical conduct. Board members, for example, are often privy to confidential discussions, financial matters, and strategic plans. Upholding the principle of discretion in such roles ensures the smooth functioning of these bodies and maintains the trust of stakeholders who rely on the responsible handling of sensitive information.

Furthermore, discretion is crucial when conducting interviews or interacting with third parties, whether professionally or personally. When individuals share their thoughts, experiences, or concerns with others, they do so with the expectation that their information will be treated with respect and confidentiality. Breaching this trust

can have far-reaching consequences, damaging relationships and undermining the principles of respect and ethical behavior.

It's important to note that while discretion is vital, it is not an absolute rule. Legal and ethical considerations may require disclosing certain information, especially concerning the safety and well-being of individuals or the public interest. In such cases, individuals must balance respecting confidentiality and fulfilling their legal or ethical obligations.

❖ Brotherhood

The concept of fraternity is a profound reflection of the interconnectedness of humanity and the recognition of our shared identity as members of the global human family. It is not merely a theoretical notion but a deeply rooted sentiment transcending geographical, cultural, and social boundaries. The text accurately emphasizes that fraternity is the bond between individuals regarded as part of this larger human community.

At its core, fraternity signifies a sense of solidarity and mutual concern among individuals. It is the acknowledgment that we are all interconnected, and the well-being of one person is intimately tied to the well-being of others. This sense of connection extends to recognizing shared values, rights, and responsibilities that bind us as human beings. In embracing fraternity, individuals demonstrate empathy, compassion, and a willingness to support and uplift one another, particularly in times of need.

Fraternity plays a pivotal role in fostering harmonious and inclusive societies. When people genuinely embrace being part of a human family, it breaks down barriers and prejudices that can divide communities. It encourages the celebration of diversity and the promotion of social justice and equity. By recognizing our shared humanity,

fraternity inspires individuals and societies to work collectively toward the betterment of all, striving for a world where no one is left behind.

Moreover, the sentiment of fraternity is closely intertwined with the principles of human rights and social justice. It reinforces the notion that every person, regardless of their background or circumstances, deserves to be treated with dignity and respect. It includes protecting fundamental rights such as life, liberty, security, and freedom from discrimination or harm. Embracing fraternity compels individuals and institutions to uphold these rights for themselves and all human family members.

Fraternity extends beyond individual interactions and has implications for international relations and cooperation. The challenges and opportunities we face are increasingly interconnected in our globalized world. Fraternity calls for nations to collaborate, share resources, and work together to address pressing global issues such as climate change, poverty, and public health crises. It emphasizes that our shared destiny as an international community requires collective action and a commitment to the common good.

❖ **Freedom**

 Freedom of opinion and expression are essential to a democratic and pluralistic society. They enable the free exchange of ideas, foster public debate, and contribute to the vitality of democratic processes. When individuals are allowed to express their opinions openly, it enriches public discourse. It promotes accountability, enabling citizens to hold governments and institutions accountable for their actions and policies.

Moreover, freedom of expression encompasses various forms of communication, including spoken and written words, artistic expression, journalism, and digital media. In the digital age, the internet and social media platforms have expanded the reach and impact of freedom of expression, providing individuals unprecedented opportunities to engage in public debates and share information globally. However, it also brings forth

new challenges, such as spreading misinformation, balancing free speech, and preventing hate speech and incitement to violence.

It is essential to highlight that while freedom of expression is a fundamental right, it is not absolute. Certain limitations may be imposed in specific circumstances, such as to protect national security, public order, or the rights and reputation of others. Striking a balance between protecting individual rights and safeguarding the broader interests of society is a complex task that requires careful consideration and adherence to the rule of law.

Freedom of expression should not be used as a pretext for hate speech, harassment, or the incitement of violence. Respecting the dignity and rights of others is integral to a harmonious and inclusive society. It means that while individuals have the right to express their opinions, they should do so in a manner that does not harm or discriminate against others based on race, religion, gender, or sexual orientation.

In universities and academic institutions, freedom of expression is fundamental. These institutions are hubs of intellectual inquiry and critical thinking, where diverse perspectives and ideas should be welcomed and debated. Robust academic freedom ensures that scholars and students can explore and challenge prevailing notions without fear of censorship or reprisal. It is within this environment that knowledge and understanding advance.

❖ **Justice**

Justice, in its essence, is the moral and philosophical concept of treating each person impartially and fairly, ensuring that they receive their due rights and entitlements. It is a fundamental pillar of a just and equitable society. Justice requires that individuals and institutions evaluate actions and decisions based on principles of fairness and ethical standards. It is the cornerstone of a legal system that aims to protect the rights of all individuals and uphold the rule of law.

Natural law theory asserts that inherent moral principles govern human behavior and interactions, transcending cultural or societal variations. These principles are believed to be discoverable through reason and conscience, forming the foundation for human rights and legal systems.

Justice is closely intertwined with the concept of rights. Everyone possesses certain inherent rights, such as life, liberty, and security, which should be protected and respected by society and its institutions. The recognition and defense of these rights are central to the pursuit of justice. Justice also addresses historical and structural inequalities that may have denied certain groups or individuals their rights, necessitating corrective measures to ensure equitable treatment.

Furthermore, justice extends to broader societal contexts, including social and distributive justice. Social justice involves addressing systemic inequalities, discrimination, and inequities that affect marginalized or disadvantaged groups. Distributive justice, on the other hand, deals with the fair allocation of resources and opportunities in society, ensuring that the benefits and burdens are distributed equitably.

In institutional settings, such as universities, justice is a critical principle that guides policies and practices related to admissions, hiring, promotion, and disciplinary actions. It ensures that individuals are treated fairly and without bias, regardless of their background or characteristics. It promotes diversity and inclusion, recognizing that an inclusive environment enriches all members' academic and social experiences.

❖ **Equity**

At its core, equity recognizes the inherent worth and dignity of every individual, irrespective of their race, color, sex, sexual orientation, marital status, age, religion, political beliefs, language, ethnic or national origin, social condition, disability, or the use of accommodations to compensate for disabilities. This expansive list of attributes

underscores the comprehensive nature of equity, which aims to address and rectify historical and structural disparities that have marginalized certain groups.

One of the critical aspects of equity is its proactive approach to leveling the playing field. It acknowledges that achieving true equality may require targeted efforts and policies to address historical injustices and present-day inequalities. Equity does not merely demand that everyone be treated equally; it recognizes that some individuals and communities may need additional support and resources to overcome systemic disadvantages.

Equity may manifest through policies and practices such as affirmative action programs, equal opportunity initiatives, and diversity and inclusion efforts. These measures ensure that individuals from underrepresented or marginalized groups have equitable access to education, employment, healthcare, and other opportunities. Equity seeks to dismantle systemic discrimination and promote social justice by addressing disparities at their roots.

Furthermore, equity extends into the realm of public policy and governance. It calls for developing and implementing laws and policies that are fair and just, without bias or discrimination. In this context, governments play a critical role in addressing issues such as income inequality, racial disparities in the criminal justice system, and disparities in access to healthcare and education. Equity-minded policies strive to create a society where everyone, regardless of their background, has the chance to succeed.

Equity is a central principle in ensuring all students have equal access to quality education in educational institutions, including universities. It involves removing barriers to learning, providing support for students with diverse needs, and fostering an inclusive and respectful environment. Equity in education recognizes that each student brings unique strengths and challenges and aims to create opportunities for all to thrive academically and personally.

❖ Impartiality

In legal and judicial contexts, impartiality ensures justice is administered fairly. Judges and jurors, for example, are expected to approach each case with an open mind, free from personal biases or preconceived notions. It ensures that the outcome of legal proceedings is based on the case's merits and the law's application rather than personal beliefs or affiliations. Impartiality safeguards the integrity of the legal system and promotes public trust in its outcomes.

Furthermore, impartiality extends into the realm of governance and public administration. Public officials and civil servants are tasked with making decisions and implementing policies that affect the lives of citizens. These decisions must be made objectively and without favoritism, ensuring that the interests of all individuals and communities are considered. Public trust in government institutions is closely tied to the perception of impartiality in decision-making.

The mention of avoiding ideological bias is particularly relevant in today's polarized societies. Ideological biases can influence perceptions and decisions, potentially leading to discrimination or unfair treatment. Impartiality challenges individuals to set aside their ideologies when making decisions that affect others. It encourages a focus on evidence-based, data-driven, and principled approaches to policymaking and governance, promoting more equitable and just outcomes.

In educational institutions, including universities, impartiality is crucial in creating an environment where diverse perspectives can be explored and debated freely. Faculty members and administrators are expected to foster an atmosphere of academic freedom, where students are encouraged to think critically and challenge prevailing beliefs without fear of bias or retribution. It ensures that the pursuit of knowledge is based on rigorous inquiry rather than ideological conformity.

Impartiality also relates to media and journalism, where objective reporting is vital in providing the public with accurate and unbiased information. Journalists must present news and report reasonably and rationally, avoiding undue preference or bias. This commitment to impartiality upholds the public's right to be informed and makes journalism a cornerstone of democratic societies.

Part 02

Promotion And Protection Of Values

2 PROMOTION AND PROTECTION OF VALUES

Even if ethics is essentially self-discipline and presupposes the existence of a motivation that encourages free, autonomous, and internal control of one's behavior and actions, daily experience leads us to observe specific derogations from ethical behaviors. Therefore, without wanting to establish a system of coercive control of the behavior of members of the community, it seems essential to develop a set of provisions, policies, and procedures allowing, on the one hand, to promote and protect the values and, on the other hand, to on the other hand, to exercise some external control over behavior that goes against one or other of these values.

2.1 POLICIES AND PROCEDURES FOR THE PROMOTION AND PROTECTION OF VALUES

The policies and procedures relating to the promotion and protection of values concern, in particular, the following subjects

- The protection of human rights;
- Sexual harassment;
- Conflicts of interest;
- Intellectual property;
- Integrity in research or creative work;
- Misconduct in research or creative work;
- (g) Handling complaints about misconduct;
- The University Protector;
- The safety of members of the University community.

2.2 PROVISIONS RELATING TO THE PROMOTION AND PROTECTION OF VALUES

To be able to promote and protect the values, the University makes the following arrangements.

❖ **General Provisions**

The following general provisions are implemented to promote and better protect the values.

❖ **Institutional Ethics Committee**

The Institutional Ethics Committee has the following mandate

- To promote values, it recommends to the Board of Directors the appropriate means of training, information, and awareness of the university community on ethics; more specifically
- It examines all the modes of organization, operation, and financing to determine whether they are not the source of problems relating to ethics;
- It outlines the peer review process to avoid any possibility of conflict of interest or appropriation of intellectual property;
- It ensures initial training in ethics for all students, especially students in advanced studies;
- It puts in place the necessary measures to ensure the periodic resourcing of personnel in ethics.
- It recommends to the University the concrete measures to be taken to prevent behavior that goes against ethics;
- It proposes, if necessary, modifications either to this document or to the policies, regulations, and procedures set out at the beginning of this chapter.

− It reports annually to the Board of Directors.

❖ **The Institutional Ethics Committee is composed as follows**

− The Secretary-General (ex-officio member and chairman of the committee);

− A member appointed by the rector;

− One member designated by the vice-rector for teaching and research, chosen from among the teaching staff;

− One member appointed by the vice-rector for administration and finance, chosen from among non-teaching staff;

− The Board of Directors appoints these members for a renewable term of two (2) years.

❖ **Misconduct Allegations Review Committee**

The University sets up a committee to examine misconduct allegations, the composition and mandate of which are defined in the procedure for handling complaints concerning misconduct.

❖ **Sexual Harassment Committee**

As part of its policy against sexual harassment, the University is setting up an institutional committee against sexual harassment whose mandate and composition are determined in said policy.

❖ **University protector**

Given the importance of human rights, the University agrees to make available the services of a university protector (ombudsman) when required.

The framework mandate, responsibilities, and methods of exercising the functions of the university protector are defined in the document titled "Policy relating to the university protector" [4].

❖ Research Ethics Committee

The University sets up a research ethics committee whose mandate and composition are determined in the "Procedure for Research Ethics."

❖ Safety Committee

As part of its policy on the security of university community members, the University is setting up an institutional security committee whose mandate and composition are determined in said policy.

❖ Particular dispositions

Any allegation concerning a breach of ethics must be transmitted in writing to the Secretary-General, who will ensure to forward it to the appropriate authorities while respecting his duty of confidentiality.

If the duly substantiated allegation proves to be urgent and essential, such an allegation may be transmitted directly to the executive committee.

Suppose the Executive Committee deems the allegations sufficient to warrant an investigation. In that case, it refers to the Misconduct Allegations Review Committee, a committee whose composition and mandate are defined in the procedure relating to handling complaints concerning misconduct. The investigation must be carried out according to the methods provided in the policy.

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[4] In the process of being drafted: The said policy will be submitted to the authorities shortly.

❖ **Responsibilities**

The Board of Directors is responsible for the adoption of this document.

The Executive Committee is ultimately responsible for its application. Senior managers are directly responsible for its application unless otherwise provided in this text.

2.3 THE DISTINCTION BETWEEN ETHICS AND DEONTOLOGY

Ethics designates all the duties and obligations imposed on an order or professional association members. Like the rules of law, the ethical restrictions apply in the same way to all the group members in all the situations of the practice. An authority is responsible for enforcing them and imposing sanctions in the event of derogation.

It is unnecessary to comply with the deontology, reflect on the underlying values, or share them. Ethics, on the contrary, invites the professional to reflect on the values that motivate action and to choose, on this basis, the most appropriate conduct. This first difference leads to several others.

2.4 CHARTER OF ETHICS AND DEONTOLOGY OF THE MESRS

2.4.1 INTEGRITY AND HONESTY

The quest for integrity and honesty means refusing corruption in all its forms. This quest must begin with oneself before being extended to others. Therefore, the development of ethics and professional conduct must reflect exemplary practices.

2.4.2 ACADEMIC FREEDOM

University teaching and research activities cannot be conceived without academic freedom, its foundation. The latter guarantees, with respect for others and in

all professional conscience, the expression of critical opinions without risk of censorship or constraint.

2.4.3 MUTUAL RESPECT

Respect for others is based on respect for oneself. All university community members must refrain from symbolic, physical, or verbal violence. They must be treated with respect and fairness and undertake to behave in the same way, regardless of the hierarchical level of the partners.

2.4.4 REQUIREMENT FOR SCIENTIFIC TRUTH, OBJECTIVITY AND CRITICAL THINKING

The quest and the possibility of questioning the knowledge that the University transmits and produces have as fundamental principles the search for scientific truth and critical thinking. The requirement of scientific truth requires competence, crucial observation of facts, experimentation, comparison of points of view, relevance of sources, and intellectual rigor. Scientific research must be based on academic integrity.

2.4.5 FAIRNESS

Objectivity and impartiality are essential in evaluations, promotions, recruitments, and appointments.

2.4.6 RIGHTS AND OBLIGATIONS OF THE STUDENT, TEACHER, ADMINISTRATIVE AND TECHNICAL STAFF

2.4.6.1 *The rights and obligations of the teacher-researcher*

The teacher-researcher has a driving role in training the nation's executives and participating in the country's socio-economic development through research. The State must protect him from the need by allowing him to assume his missions. The State

guarantees job security for the teacher-researcher through public higher education establishments.

❖ **The rights of the teacher-researcher**

Higher education establishments must guarantee access to the profession of teacher-researcher on the sole basis of the university qualifications and experience required. They must take all the measures to ensure the teacher-researcher has the right to teach free from any interference, as long as they respect the principles of ethics and professional conduct.

All questions concerning the definition and administration of teaching programs, research, extra-university activities, and the allocation of resources must, within the framework of the regulations in force, be based on transparent mechanisms. When the teacher-researcher is called upon to exercise administrative functions, he must meet the requirements of respect and efficiency.

The evaluation and appreciation of the teacher-researchers work are an integral part of the teaching and research process. The evaluation must relate solely to the academic criteria for assessing teaching and research activities and other professional activities related to the university.

The teacher-researcher benefits from adequate working conditions and the necessary pedagogical and scientific means, which allow him to devote himself fully to his tasks. The treatment granted must be commensurate with the importance that this function, and consequently the person who exercises it, has in society for the formation of the elite and the importance of responsibilities of all kinds, which are incumbent on the teacher-researcher when he takes up his post.

❖ **The obligations of the teacher-researcher**

The teacher-researcher must be a reference regarding competence, morality, integrity, and tolerance. It must give an image worthy of the university. In the same

way as the other members of the university community, the teacher-researcher is also responsible for respecting the principles of university ethics and deontology set out above. In performing his duties, he acts with care, diligence, competence, integrity, independence, loyalty, and good faith in the best interests of the university institution.

In the event of professional misconduct by the teacher-researcher and appearance before the authorized disciplinary bodies, these may, depending on the degree of seriousness of the fault and in compliance with the disciplinary procedures provided for by the regulations in force, propose sanctions that may go as far as forfeiture of the quality of university teacher. The primary responsibility of the teacher-researcher is to carry out his university duties as a teacher-researcher fully. To this end, he must :
- Strive to maintain the highest possible standards in one's professional activity.
- Ensure respect for the confidentiality of the content of the deliberations and debates held within the various bodies in which it sits.
- Demonstrate professional conscience in the accomplishment of his tasks.
- Contribute to revitalizing the evaluation function of educational and scientific activities at all levels.
- Consecrate the principle of transparency and that of the right of appeal.
- Do not abuse the power conferred on him by his profession.
- Refrain from using academic status and engaging the university's responsibility for personal gain.
- Manage honestly all funds entrusted to him concerning the university, research activities, or any other professional activity.
- Maintain freedom of action as an academic.
- Demonstrate availability to carry out the tasks of his function and be present within higher education establishments for the execution of these.
- Act as an education professional by keeping abreast of innovations, watching over his training, practicing self-assessment, demonstrating critical thinking and autonomy, and knowing how to take responsibility.

- Conduct teaching and research following universal ethical and professional standards, excluding propaganda and indoctrination.

The teacher-researcher is thus required to provide teaching that is as effective as the means made available to him by the higher education establishments allow, in a spirit of justice and equity vis-à-vis all students without no distinction, by encouraging the free exchange of ideas, and by being available to support them.

- Refrain from discrimination about gender, nationality, ethnicity, social status, religion, political opinions, disability, and illness.
- Clearly explain the pedagogical objectives of his lessons, and respect the pedagogical rules of progression (periodicity, duration, grading scale, consultation of the copies, and reception of the students before final validation of the marks.)
- Have the most objective assessment possible of student performance.
- Direct its expertise and consultancy activities towards work likely to enrich its teaching, contribute to advancing its research, or participate in its influence as an academic.
- To base its research work on a sincere quest for knowledge, with all the respect due to the principle of proof and the impartiality of reasoning.
- Respect academic colleagues and students' scholarly work and give credit to the authors. Also, plagiarism constitutes a significant and inexcusable fault that can lead to exclusion.
- Contribute to respect for the academic freedom of other university community members and accept the fair confrontation of different points of view.
- Demonstrate fairness and impartiality in the professional or academic evaluation of colleagues.

2.4.6.2 *The rights and duties of the higher education student*

The student must have all the conditions to evolve harmoniously within higher education establishments. Therefore, he has rights that only take on their meaning if they are accompanied by a responsibility that translates into duties.

❖ **Student rights**
- The student has the right to quality education and research training. To do this, they are entitled to quality supervision that uses modern and appropriate teaching methods.
- The student has the right to respect and dignity from university community members.
- The student must not suffer any discrimination related to gender or any other particularity.
- The student has the right to freedom of expression and opinion in compliance with university institutions' rules.
- The course program must be given to him at the beginning of the year. Course materials (book references, handouts, etc.) must be available.
- The student is entitled to a fair, equitable, and impartial evaluation.
- The delivery of the marks, accompanied by the answer key and the test scale and, if necessary, the consultation of copies, must be done within reasonable deadlines not exceeding those fixed by the teaching committees.
- The student can appeal if he feels wronged in correcting a test.
- Post-graduate students are entitled to quality supervision and support measures for their research.
- The student has the right to safety, hygiene, and health prevention in universities and university residences.
- The student has the right to information concerning the higher education structure to which he belongs, particularly its rules of procedure.
- The student has access to the library, the IT resource center, and all the materials necessary for quality training.

- The student elects his representatives to the pedagogical committees without hindrance or pressure.
- The student may create, following the legislation in force, student associations of a scientific, artistic, cultural, and sporting nature. These associations must not interfere in the administrative management of university institutions outside the framework set by the regulations in force.

❖ **Student duties**

- The student must respect the regulations in force.
- The student must respect the dignity and integrity of the university community members.
- The student must respect the university community members' right to free expression.
- The student must respect the results of the deliberation juries.
- The student must provide accurate and precise information when registering and fulfill his administrative obligations towards the establishment.
- The student must show civility and good manners in all of his behavior.
- The student must never cheat or resort to plagiarism.
- The student must preserve the premises and the materials made available to him and respect the rules of safety and hygiene throughout the establishment.

The student is duly informed of the faults with which he is accused. The penalties he incurs are provided for by the regulations in force and the internal regulations of the higher education establishment. They are the responsibility of the Disciplinary Board and can go as far as definitive exclusion from the establishment.

2.4.6.3 *The rights and obligations of administrative and technical staff in higher education*

The teacher-researcher and the student are not the only actors of the University. They are closely associated with the administrative and technical staff of the establishments who, like them, have rights that come with obligations.

❖ **The rights of administrative and technical staff**

Administrative and technical staff must be treated with respect, consideration, and fairness in the same way as all those involved in higher education.

Administrative and technical staff are entitled, during recruitment, evaluation, appointment, and promotion examinations, to objective and impartial treatment.

Administrative and technical staff must not suffer harassment or discrimination in their career development.

The administrative and technical staff benefit from adequate conditions that allow them to accomplish their mission best, and, as such, they benefit from continuous training and constant improvement of their qualifications.

❖ **The obligations of administrative and technical staff**

The mission of the administrative and technical staff is to bring together the optimal conditions, allowing the teacher-researcher to fulfill his teaching and research function best and the student to succeed in his university career.

This public service mission, carried out through their administrative and technical staff by higher education establishments, must comply with the fundamental values of the public service of competence, impartiality, integrity, respect, confidentiality, transparency, and loyalty.

These standards of behavior represent major principles that each member of the administrative and technical staff must respect and promote, in particular.

- *Competence:* The administrative and technical staff carry out their tasks with professionalism. They are responsible for their decisions and actions and for the judicious use of the resources and information made available to them.

- *Impartiality:* Administrative and technical staff demonstrate neutrality and objectivity. It makes its decisions in compliance with the rules in force and granting fair treatment to all. He performs his duties without partisan considerations and avoids any form of discrimination.

- *Integrity:* Administrative and technical staff conduct themselves fairly and honestly. Tey avoids putting himself in a situation where they would make themselves accountable to anyone who could unduly influence him in performing his duties.

- *Respect:* Administrative and technical staff show consideration for all the people with whom they interact in performing their duties. He shows courtesy, attentiveness, and discretion. He also demonstrates diligence and speed in the accomplishment of his mission.
This respect must also concern each person's areas of competence. Thus, this staff must refrain from interfering in educational and scientific acts. The administration of higher education institutions must refrain from any interference in these areas.

- *Confidentiality:* Administrative, technical, educational, and scientific files must be subject to the obligation of confidentiality.

- *Transparency:* The staff performs its functions and the various acts that result from it in a way that allows the proper circulation of valuable information to university community members, the verification of good professional practices, and their traceability.

- *Performance:* The public service rendered by higher education establishments through their administrative and technical staff must also comply with quality

criteria, which imply the obligation to treat their actors with respect and diligence. In practice, the commitment to treat the teacher and the student with respect means that the administrative and technical staff adopt polite behavior in their relations with them. As for the obligation of diligence, it requires that the administrative and technical staff hasten to deal with the files entrusted to them, which directly concern both the teacher and the student. Finally, the administrative and technical staff are required to give them all the information they request and that they are entitled to obtain.

2.5 ETHICS AND DEONTOLOGY IN THE WORLD OF WORK

2.5.1 LEGAL CONFIDENTIALITY IN BUSINESS

❖ **Legislative obligation**

The rules governing confidentiality are set out in the articles of the Act. They concern all directors, committee members, and corporate officers.

Summary of Privacy Legislation:
− Duty to keep information secret.
− Prohibited from using confidential information for one's profit or advantage.
− Specific duty of confidentiality on member transactions.
− Exceptions when data can be disclosed.

Readers are referred to the text of the Act for a full description of their confidentiality obligations.

❖ **Good practices**

Sound commercial and financial practices require everyone to keep the absolute secrecy of all operations of the institution and members, except as provided by law,

applicable administrative regulations, or other texts. In addition to the rules in the Act, the following documents guide the use of confidential information.

❖ Confidentiality Agreements

Before assuming any duties giving access to member records, directors, committee members, and staff should be required to sign a confidentiality agreement. It is a written commitment to maintain absolute secrecy on confidential matters.

❖ Folder Protection

Every business must have specific administrative and physical controls to help protect records from unauthorized access or disclosure, physical damage, or destruction. The rules put in place must be proportional to the confidentiality of the files and allow, at a minimum:

- Keep records out of public view;
- To monitor where the files are stored during office hours to prevent unauthorized persons from entering this area or gaining access to the documents.

❖ Conduct of Employees

The managing director of each company must ensure that the staff members under his authority are aware of their duty of confidentiality. Employees should know what they must do to protect personal information, verify that it is accurate, helpful, and complete, and avoid unauthorized disclosure, either verbally or in writing.

❖ Privacy Breaches

The following practices are breaches of confidentiality and should, therefore, be avoided:

- Provide (sell, lend, or otherwise make available) copies of the register or distribution list of members to unauthorized persons;

- Discussing member transactions or credit union activities indiscriminately (i.e., gossiping) with persons who are not entitled to such information;
- Choosing inappropriate places, such as public places (restaurants or elevators) to meet with the board or committees or to discuss confidential matters with employees;
- Mail confidential information to recipients' business addresses when it is uncertain whether it will be delivered to them directly;
- Examine confidential information in such a way that there is a risk, through negligence, lack of supervision, or recklessness, of disclosing it to unauthorized persons (e.g., by reading it in a public place or by leaving it lying around);
- Asking volunteers to participate in administrative tasks without first explaining confidentiality rules.

❖ **Waivers of confidentiality rules**

The company's code of ethics lists persons entitled to obtain confidential company information.

2.5.2 LOYALTY TO THE COMPANY

The law defines loyalty as the obligation of the worker to safeguard the employer's legitimate interests faithfully. The commitment to fidelity is, above all, an obligation not to do. The worker must, therefore, summarily avoid any act that could cause economic damage to the employer.

The general loyalty obligation and the special obligations mentioned in the law will be dealt with in detail below.

The worker is guilty of a violation of the obligation of loyalty in the following cases:
- illicit or immoral behavior toward the employer

- agitation to disturb the peace in the business or

- tarnishing the reputation of the company or

- misappropriation of customers and suppliers, or

- use of company facilities for private purposes.

❖ **Careful treatment of work instruments**

The worker is required to treat equipment, machines, technical installations, vehicles, etc., with care.

❖ **Manufacturing and business secrets**

During the employment relationship, the worker must not use or reveal to third parties facts intended to remain confidential, which he has become aware of in the employer's service. All points that are not common knowledge, not generally available to the public, and of confidential interest to the employer are considered confidential.

The worker is obliged to maintain secrecy even after the end of the contract. This obligation only exists insofar as protecting the employer's legitimate interests requires it.

❖ **Illegal work**

During the employment contract term, the worker is not entitled to perform paid work for a third party if this work constitutes a competitive activity for the employer. He is also prohibited from working on his account or working for free.

❖ **Accountability and Remittance**

The worker must hand over to the employer everything he receives from third parties for him in the exercise of his contractual activity. He must inform him about everything he has received and immediately return everything he produces through his contractual action.

❖ **Penalties**

If the worker is guilty of a violation of his obligation of loyalty, he is liable to various penalties:

- termination (without notice only in case of serious violation)
- liability (only in case of a fault)
- obligation to perform through legal action.

2.5.3 RESPONSIBILITY WITHIN THE COMPANY

Responsibility within the company can be expressed in the form of duties, which can be separated into three categories: the general obligation of work, the duty of fidelity and diligence, and individual contractual obligations.

The first category, the general work obligation, includes the obligation of personal work, the obligation to perform overtime or extra work (under certain conditions), and the obligation to apply orders and indications.

The obligation to provide careful work, safeguard the employer's interests, render an account, and make restitution belong to the second category (duty of fidelity and diligence).

Individual contractual obligations are very diverse. They include, for example, the duty to report ancillary activities or the responsibility to transfer inventions.

2.5.4 CONFLICTS OF INTEREST

A "conflict of interest" exists when an individual's interests interfere, or appear to interfere, in some way with the interests of the Company. A conflict situation may exist when a person takes action or has interests that may make it difficult for the Company to do its work objectively and effectively. Conflicts of interest may also exist when a Collaborator or one of his family members obtains illicit personal advantages due to his position in the Company. No Associate should accept such

benefits from the Company that have not been properly approved and authorized following Company policy and procedure, including any loan or guarantee of personal debt. Associates are expected to promote the Company's business interests to the best of their abilities. No Collaborator may have a unique, commercial, or financial interest that is incompatible with the loyalty and responsibility due to the Company.

The conflict of interest rules are set out in the Act. The code of ethics should recognize these rules and include policies to protect against their violation.

2.5.5 INTEGRITY

Corruption is an international phenomenon, and it is not limited to developing countries. Even developed countries have experienced famous scandals. But what has left the economic literature to focus on the case of developing countries is the extent that corruption has taken in everyday life.

2.5.5.1 *Corruption in the workplace*

Corruption is a criminally reprehensible behavior by which a person (the corrupted) solicits, approves, or accepts a gift, an offer, or a promise, presents or advantages of any kind intending to accomplish, delay or omitting to accomplish an act falling directly or indirectly within the scope of his duties.

The offense has a double scope since it covers the existence of a corrupt person and a corrupter. The Penal Code thus distinguishes between active corruption, which is the act of the corrupter, and passive corruption, which is the act of the corrupted. The functions of the bribed can be both public and private, but their general nature will result in a heavier penalty than that provided for personal corruption.

2.5.5.2 Forms of Corruption

Corruption can take various forms and types.

- Active corruption is committed by making offers, promises, or granting undue advantages to another person so that the latter commits a dishonest or illegal act about his function.
- Passive bribery Conversely, a person commits an act of passive bribery by soliciting, receiving, or accepting the promise of an improper advantage for acting in a certain way (i.e., doing something, refraining from doing something, or influencing a decision). Passive bribery is, therefore, an abuse of power for personal gain.

The most common forms of corruption are:

- Bribes and kickbacks (as well as facilitation payments, gifts and entertainment, use of intermediaries)
- Conflict of interest
- Fraud
- Illegal withdrawals
- Illegal information brokerage
- Organized crime
- money laundering

2.5.5.3 Consequences of Corruption

Corruption results in an agreement (the "corruption pact") between the corrupt one and the corrupt. The very existence of this agreement constitutes the infringement without it being necessary to focus on its effects.

The consequences of corruption can be summarized as follows:

- *Reputational risks:* A company's reputation has become a significant issue and contributes to its valuation, particularly on the stock market when it is listed.
- *Economic risks:* The financial risk emerges when the company has, for example, decided to use corruption in its business to make profits. The act of corruption may or may not yield the expected results.
- *Financial risks:* Corruption has a cost and, therefore, a systematic economic consequence. Financially, if corruption's cost/benefit ratio is more significant than one, the company has no interest in resorting to bribery, resulting in a deadweight loss.
- *Human risks:* If the corruption practiced or suffered by an individual has personal consequences (criminal sanctions, loss of employment, individual reputation, etc.),
- *Societal risks:* Inappropriate behavior on the company's part can provoke reactions from the social body or accentuate internal tensions going as far as rejection by public opinion and society. In this area, the consequences of internal corruption at the individual level can degenerate into a crisis depending on the power of the social partners.
- *Environmental risks:* if E1 is used to obtain a concession in a protected natural area or if E2 is intended not to declare the toxicity of certain products despite local regulations requiring it.
- *Legal risks:* The legal consequences concern natural and legal persons.

2.5.5.4 Methods of fighting and sanctions against corruption

❖ **Penalty and sanction**

The Penal Code severely punishes corruption. The law provides that the corrupted and the corrupt each incur a maximum penalty of imprisonment and a fine. In addition to these penalties, unscrupulous persons and corrupters are also exposed to

additional penalties, particularly the prohibition of exercising a public function or the professional or social activity concerned by the offense.

❖ Penalties

Reinforcing the obligation to account necessarily involves the establishment and application of sanctions. In general, these relate mainly to legislative measures that criminalize corruption. In some countries, the penal code allows prosecution not only when there is concrete evidence of a crime but also for "illicit enrichment," i.e., the possession of wealth and income whose provenance cannot be traced to any lawful activity.

Sanctions will be futile if they cannot be enforced.

❖ Mobilization of managers

Managers and supervisors are responsible for the integrity of the operations they command. Experience shows that keeping corruption in check requires practical cooperation between prosecutors, investigators, managers, and staff at all levels.

❖ Judicial reform

The obligation to account requires we apply the sanctions, but this application must also be impartial. Without this, anti-corruption laws have no effect and only create and increase cynicism about them. The judiciary needs independence and must be able to protect itself against outside interference, whether from management or elsewhere.

❖ Electoral reform

Free and fair elections are essential for holding public representatives accountable. However, the electoral process must be accompanied by meaningful guarantees of the civil liberties of voting and running for office to be effective.

In addition, voting procedures must be fair.

Campaign finance poses severe challenges to fairness and can be a significant source of corruption. Disclosure of funding sources, free airtime on television and radio, and sources of extrabudgetary funding, whether from the government or elsewhere, are essential to accountability.

Part 03

Integral And Accountable Research

3 HONEST AND RESPONSIBLE RESEARCH

3.1 RESPECT FOR THE PRINCIPLES OF ETHICS IN TEACHING AND RESEARCH

Researchers should be aware that they are accountable to their employers, funders, or other related public or private bodies and are also obligated, on ethical grounds, to society as a whole.

In particular, publicly funded researchers are also responsible for efficiently and responsibly using taxpayers' money'.

Following what was already mentioned in the charter, we can summarize in the form of two tables the ethical attitudes in the main teaching areas and the ethical attitudes in the teaching methods.

3.2 RESPONSIBILITIES IN TEAMWORK

In the company, for the organization to function, it is essential that everyone knows what they have to do and knows their responsibilities. Three types of tools can be used :

-   The activity distribution table makes it possible to identify all of the company's activities and their distribution between positions and to qualify their nature.
-   The job description makes it possible to formalize the missions and responsibilities of each employee at a given time. The tasks will evolve as the company and the person's skills evolve. It should be checked that the job description corresponds with the employment contract.
-   The organization chart makes it possible to know who does what individually or collectively.

These three tools must be implemented and revisited regularly to update the modifications.

- Cooperation between the team
- Realizing the company's projects depends significantly on the collective capacity to function.

In artistic work, cohesion between the teams is crucial. Management must be attentive to cooperation between the creative, technical, and administrative groups, significantly when the collectives are changing and mobile in space and time. The same goes for the team on tour and the teams at the venues. It is an essential function of team leaders.

❖ **Professional equality of treatment.**

Research actors must respect the regulatory labor framework and know and make known the legislative texts that protect staff against discrimination. While some of these texts are more specifically intended for employers, others impact the life of laboratories and also concern research actors who participate in the recruitment and promotion of staff, selection committees, project evaluations, etc.

❖ **Professional equality between men and women**

Women researchers sometimes seem to be discriminated against, indirectly, compared to men. The reasons are complex and multiple. They are often due to specific rules, procedures, daily practices, or even to particular evaluation criteria which, by being applied in the same way to women and men, prove to be unfavorable to women by not taking into account their specific difficulties (pregnancy, family responsibilities, barriers to mobility, etc.).

Discrimination has a legal definition. It consists of "favoring or disfavoring someone, because of his characteristics or personal choices. Barring exceptions,

unlawful discrimination, and civil and criminal penalties are incurred". Below is a list of these discriminations.

Categories of prohibited discrimination

- Geographical origin
- Membership or non-membership, real or supposed, of a group of people defined as an "ethnic group" or "race."
- Genetic characteristics, disability, state of health
- Religion, political beliefs, or trade union activities
- Gender or gender identity
- Age, surname, marital status, pregnancy or maternity
- sexual orientation, morals
- Physical appearance
- Any discrimination affecting a person who, in the context of work, has suffered or refused to suffer moral or sexual harassment is also prohibited. This prohibition applies even if the unequal treatment is favorable to the victim.

3.3 FACED WITH A DISCRIMINATORY SITUATION, WHAT TO DO?

It is essential to report discrimination to your employer. Either the employer gives a legally acceptable justification for the legal texts. Therefore, no immediate action is possible.

However, we must remain vigilant and work on the preventive aspect by submitting alternative proposals to avoid future discrimination.

- Either the justification given by the employer is not legally acceptable. The employer must be informed of his contravention of the law and asked to modify his practice. Two possibilities are then available to him:

o The employer takes steps to end the discrimination. Even if they are satisfactory, we must remain attentive, work on the preventive aspect, and propose non-discriminatory alternatives.

o The employer refuses any discussion and does not change its discriminatory practice. Reminding him of the legal rules and the civil or penal sanctions that weigh on him is necessary. Since then :

a. A negotiated solution must be sought if this reminder does not change the situation. It is often more effective than a legal process, which risks being long.

b. If this negotiation does not succeed and your case is solid, you inform the employer of the intention of the workers' representatives to take legal action.

❖ **Preventive actions and alternative proposals to the usual hiring procedures**

- draw up a "standard" application form.

- Introduce using the anonymous CV (without photo, personal information, etc.).

- Sensitize people involved in the selection to stereotypes and prejudices that can lead to discrimination (offer training, etc.).

- Propose guidelines to follow at the different stages of hiring.

- Attend job interviews.

- Produce a code of conduct to be respected during recruitment and selection.

❖ **Search for the general interest.**

The expression "general interest" designates the interests, values, or objectives that all the members of a society share. It also corresponds to a situation that provides well-being to all individuals.

❖ **Inappropriate conduct in the context of collective work**

Intimidation, abuse of authority, sexual or moral harassment, failure to adapt to social or cultural norms, and discrimination constitute inappropriate conduct. Discrimination and harassment come under ordinary labor law and are likely to be sanctioned if the conditions allow the filing of a complaint. The other cases of "bad behavior" are more difficult to apprehend.

3.4 ADOPTING RESPONSIBLE CONDUCT AND COMBATING EXCESSES

3.4.1 ADOPT RESPONSIBLE CONDUCT IN RESEARCH.

Responsible conduct in research relates to the behavior expected of the actors targeted by the Policy when conducting research activities.

The expected behaviors are based on *values such as honesty, reliability and rigor, objectivity, impartiality and independence, justice (especially in recognizing the contribution of others), trust, responsibility and caring, openness, and transparency*. All research actors (researchers, fellows, research staff, fund managers, research institutions, and funding agencies) must subscribe to and defend these values while conducting research activities, regardless of their discipline. The research, carried out in various disciplinary fields, has as a common denominator the quest for knowledge according to a methodological approach specific to the domain and recognized by peers (or in the process of being so).

3.4.2 SCIENTIFIC FRAUD.

An act of scientific fraud is an action intended to deceive in the field of scientific research. It constitutes a violation of the ethics of research and professional ethics in force within the scientific community.

There are three primary forms of scientific fraud: data falsification, data fabrication, and plagiarism. In addition to these forms of fraud, there are other behaviors, such as non-compliance with ethical rules, non-declaration of possible conflicts of interest, etc.

3.4.3 CONDUCT AGAINST FRAUD.

The handling of scientific fraud differs from country to country. In the United States, fraud is considered misappropriation of federal funds, and offenders face legal penalties, including fines and jail time. In most European countries, fraud cases are dealt with by the institutions concerned.

There is no national body, and the problems are being dealt with institutionally. The fraud alert is not anonymous, but its processing is covered by confidentiality. It must avoid malevolence and be based on tangible facts.

Fraud by a researcher can only be proven after examination of the scientific file by one or more independent experts (not susceptible to conflicts of interest). The status of the offending agent determines the body that makes the decision and the type of sanction. It will be the subject of a judgment either by a Joint Administrative Commission, a disciplinary commission, or a commission composed of members of the board of directors of their university for teacher-researchers. In all cases, it is up to the institution's management to take the appropriate sanctions and reparation measures or, on the contrary, to restore the reputation of the researcher in question if the fraud is not proven. There is no set scale for cases of fraud. For all staff, tenured or not, teacher-researcher or not, the scale of sanctions falls under the civil service statute according to the standard and specific procedures for each trade.

3.4.4 PLAGIARISM

The etymology of the word plagiarism goes back to the Greeks and the word plugins, which meant "that which is oblique, deceitful.

Among the Romans, this word became *plagiarius*. It describes someone stealing or kidnapping someone else's children or enslaved people.

3.4.4.1 *Definition of plagiarism*

Plagiarism consists of the appropriation of content (text, images, tables, graphics, etc.) in whole or in part without the consent of its author or without citing its sources. It targets not only publications but also theses, reports, etc. The ease of access to Web resources has trivialized the use of "copy/paste," making people forget that plagiarism is a matter of intellectual dishonesty and fraud.

3.4.4.2 *Different forms of plagiarism*

Different forms of borrowing are legitimate, except when they serve to "hide" plagiarism, which can be oral or written, direct or indirect.

- Copy/recopy
- To quote
- Summarize, paraphrase
- get inspired
- Without indicating its source
- To integrate
- Translate (including with software)
- Pay someone to do a job (ex. finislesdevoirs.free.fr)
- Download a job from the net (ex. Oboulo.com)

3.4.4.3 Leading causes of scientific plagiarism

❖ **Students**

- Ignorance => They are unaware of plagiarism on the internet, for example.
- Poor organization => This report must be submitted tomorrow morning so that I can inspire myself.
- The facilities offered by the digital age
- The difficulty of the work => Doing research is complex, and "there are people smarter than me who have already thought about the problem." => I miswrite French, so I copy someone else's work
- Bad faith => I pump to make believe that I have worked
- The absence of penalties

❖ **Teacher-researchers**

- The pressure to publish
- Lack of time,
- The facilities offered by the digital age
- The thirst for publications => Create your collection for publishing your plagiarism production.
- Tolerance, sometimes organized tolerance, at all levels.

Plagiarists, more teacher-researchers than students, sometimes benefit from tolerance and strong protections.

3.4.4.4 Procedures to avoid unintentional plagiarism,

❖ *Methodological advice to avoid plagiarism*

- Start the research work well in advance in an emergency. It is less easy to ensure that you cite your sources correctly.

- Systematically note where such an idea or phrase was taken during the bibliographical research work because it is much more difficult to find after the fact.
- Never use, in an academic work, documents of which neither the author, the date, nor the responsible for the publication is known.
- Cite only documents read and used, not documents cited by
- Cite only papers read and used, not documents cited by someone else. If someone is quoted by someone else, it should be said. Plagiarism detection,
- Write the work essentially with your own words and ideas. Other authors' quotes are there to illustrate and support the argument, not to replace it.
- When in doubt, it is always better to cite (better an unnecessary citation – and they rarely are – than a proven case of plagiarism).

❖ *When and how to cite?*
- When to submit a citation
- Systematically cite your sources
- Intelligently exploit a source
- Quoting Wikipedia, a specific problem

❖ *When to cite?*
- Quote an author by reporting what he has declared, word for word, what he said or wrote.
- Translate an extract from a work published in another language.
- When you paraphrase, put what someone else has said or written into your own words.
- Integrating photographs, images, data, statistics, or graphics into a document.

❖ **Systematically cite your sources**

Get into the habit of associating the source with each information found as you go along.

❖ **Intelligently exploit a source**

– All information has a provenance, which determines its reliability question this provenance.

– Discussing the quality of sources and comparing them leads to developments, for example.

  - Understand how the numbers were calculated

  - Take the opinion of various protagonists of the same event.

  - Take the opinions of various protagonists of the same event.

❖ Do not directly copy-paste what you find on the net

  - Systematically compare several sources (which, in general, do not give the same vision of things)

  - This work constitutes your added value

❖ **Citing Wikipedia, a specific problem**

Is it possible to use Wikipedia as a source?

– One cannot "cite Wikipedia" since it is not an author (a page is often the work of hundreds of authors).

– Wikipedia pages are constantly changing.

– Wikipedia is not a primary source but a tertiary source.

  ❖ If you want to cite Wikipedia, use the page link specifying the consultation date.

❖ Ideally, Wikipedia serves as a first approach to a subject, and the references given in the article are used to find quality primary or secondary sources.

❖ *Preventive measures against plagiarism (Order no. 933 of July 28, 2016)*

Art 4 Higher education and scientific research establishments are required to take awareness-raising measures, in particular

- the organization of training courses for the benefit of students, teacher-researchers, and permanent researchers on scientific documentation and methods of prevention against plagiarism,
- the organization of symposiums and study days for the use of students, teacher-researchers, permanent researchers who are preparing theses teacher-researchers, and permanent researchers who are preparing doctoral theses,
- the insertion of a module on the ethics of scientific research and documentation in all higher education cycles,
- the development of guides and information materials on documentation and prevention methods against plagiarism in scientific research,
- display on the student's card throughout his university course, a mention reminding him of the commitment to respect scientific integrity and legal measures in the event of plagiarism.

3.4.4.5 *Plagiarism detection*

❖ **Authenticity check manually or with plagiarism detection software 1/ Manual approach**

Identify plagiarism :

− Identify breaks in styles, syntax, and vocabulary,

− Recognize specific passages taken.

Find sources of plagiarism

- Copy the passages identified in a search engine, such as
- Copy the passages identified in a search engine such as Google or Yahoo (when the sources are online).

❖ **Plagiarism Detection Software**

They automatically conduct a systematic and exhaustive search for similarities and measure the cut-and-paste rate for all work in a class without teacher intervention.

Analysis criteria and classification of software

1. Rate of plagiarism identified;
2. Completeness and Relevance of the sources found;
3. Exploitation of the URLs mentioned in the Source text (ST);
4. Deliberate contamination of ST synonyms, spelling mistakes, etc.;
5. Quality of analysis;
6. Wealth and Clarity of the information returned to the teacher;
7. Wealth and Relevance of features;
8. Ability to process a large number of document formats;
9. Usability of use;

10. Speed of processing;

11. Value for money.

The Copyscape, Article Checker, and Dupli Checker tools may be suitable for occasional use. They are free, but the main drawback is that the supported formats are restricted (TXT or Web).

It will cost if you want a more reliable, versatile (which considers any format), and intuitive solution. We will retain Turnitin, Compilatio, Ephorus, and Urkund among the paid solutions.

3.4.4.6 *Penalties against plagiarists,*

Any person who "borrows" without citing the sources of a text, a sentence, an image, a drawing, or any existing element exposes himself to sanctions. Sanctions may vary according to the importance of plagiarism (percentage of plagiarized text) and the status of the plagiarist (beginning student, doctoral student, researcher).

They can be academic (non-validation of an exam, refusal of authorization to defend a thesis, for example), disciplinary, and even legal.

For having thoroughly copied the "personal project" of a classmate of the year For having thoroughly copied the "personal project" of a classmate of the previous year, MB was expelled in 2003 from his university for six months.

In March 2004, a student received a two-year suspended suspension for having copied entire passages from Internet sites into his dissertation without using quotation marks.

A student who wrote only three pages of her master's thesis was sentenced to one year of exclusion from her university in June 2004. Increasingly creative, fraud, etc. should be harshly punished

❖ **Sanctions (Order No. 933 of July 28, 2016)**

Art 35   Without prejudice to the penalties provided for by the legislation and regulations in force, particularly those provided for by the provisions of decree no. 371 of 11 June 2014, referred to above, any act of plagiarism within the meaning of article 3 of this stopped and related to the scientific and pedagogical work required of the student in the bachelor's, master's, master's, and doctoral theses, before or after his defense, exposes his author to the cancellation of the protection or to the withdrawal of the title acquired.

Art 36   Without prejudice to the penalties provided for by the provisions of Ordinance No. 06-03 of Joumada El Oula 19, 1424 corresponding to July 15, 2006, referred to above, any No. 06-03 of Joumada El Oula 19, 1424 related to July 15, 2006, referred to above, any act of plagiarism within the meaning of article 3 of this decree concerning the scientific and educational work claimed by the teacher-researcher, the hospital-university teacher-researcher and the permanent researcher during academic activities and scientific papers, magister dissertations and doctoral theses and other research projects or university habilitation work, or any other scientific or educational publication duly noted, during or after the defense, evaluation or publication, exposes its author to the cancellation of the protection or the withdrawal of the title acquired or the cancellation or withdrawal of the publication.

3.4.5 FALSIFICATION AND FABRICATION OF DATA.

The selective manipulation of data to embellish them and the tricking of images with appropriate software represents one of the facets of falsification against which the editors of scientific journals have recommended authors to present the original documents during submission. Publications or explain how the images have been processed.

The falsification and invention of data are the origin of the "big frauds" revealed in recent years. These frauds, rare even if they are on the increase, are essentially the

act of an individual acting in isolation, although working within a team or in collaboration. It is striking that some fraudsters have a staggering number of retracted articles to their credit, as if a training mechanism were producing a chain of frauds. Beyond the damage and the loss of confidence they generate, these frauds impact the collaborators and co-signatories of the publications, who are generally unaware of fraudulent behavior and whose credibility is burdened. No discipline is spared. The Life and Health Sciences are frequently cited, but the hard sciences and the social sciences are also concerned, regularly reporting retracted articles. According to the authors, Fraud represents only 26.6% of retracted articles and errors and non-reproducible results 73.5%. However, we must not overlook the negative impact that these publications can have on the research concerned, knowing that 3 to 10 years can pass before they are retracted!

3.5 DEVELOPMENT OF TRAINING POTENTIAL

3.5.1 STRATEGIC OBJECTIVES

Evaluation and affirmation of a policy determined to give science, the university, and academics a prominent place in society.

Regulatory solid measures to **implement this policy** by putting an end to the waste of human resources:
- Demobilization of national university skills
- Poaching of academic elites by the financial offers of the market
- Emigration
- Social disrepute, unfavorable working conditions on university sites.

Affirmation of the essential role of teachers in the development of universities.
- Attracting, training, and retaining effective teachers
- Age profiles and specific problems (the "greying" of teachers) dignity, stability, tranquility, credibility

3.5.2 CONTINUING EDUCATION

Particular program for young teachers training in pedagogy, training in ethics, and methodological training in research:

- Honorary
- Optimization of "old"
- Impact of training plans on academic careers
- Training program based on NTIC and initiation to research.
- Structuring and development of continuing education, agency, ministerial structure?

3.5.3 LABOR CONDITIONS

- The dignity of teachers
- Working conditions, the internet, for all access to universal scientific sources
- Listening to teacher accountability
- Directors of institutes and universities
- National scientific journals
- The statutes of remuneration, career development

3.6 FIGHT AGAINST FRAUD AND CORRUPTION: RECOMMENDATIONS FOR THE COUNCIL OF ETHICS AND UNIVERSITY DEONTOLOGY

3.6.1 PLAGIARISM

Plagiarism (from the Latin plagiarus, one who steals an enslaved person or sells a free person) consists of drawing inspiration from a model that one deliberately omits to design. The Plagiarist is the one who fraudulently appropriates the style, the ideas, or the facts.

Everyday language does not distinguish between plagiarism, which is based on aesthetic or moral appreciation, and counterfeiting, a legal term that is an offense against copyright.

3.6.2 FRAUD

Fraud is defined as any action intended to deceive

3.6.3 CORRUPTION

Corruption is the use of the abuse of power for private gain. These private purposes are generally personal enrichment or on behalf of third parties. It is typically an illegal practice.

3.6.4 SOME ACTS CONSIDERED PLAGIARISM OR FRAUD

- Copy or attempt to copy in any way during an exam or assignment
- In advance, take steps to know the questions or solutions relating to an exam or study.
- Transmitting work for evaluation purposes when this work constitutes essentially the same work that has already been shared for academic evaluation

purposes at the university or in another educational institution without the prior agreement of the professor

- Reproduce either part of an author's text without indicating the references or even part of the text of another student or teacher.

- Falsify or use a false document or seek to falsify a copy transmitted to the University or a University document sent or not transferred to a third person, whatever the circumstances.

- Being involved in a substitution of the person during an exam or using or trying to use the skills of another person

- Possess, use, or attempt to use any unauthorized document or material during an examination.

- Falsify research data in a work, including a thesis, dissertation, internship, or research report.

- Copy, in whole or in part, the content of an Internet site or documents available on the Internet without indicating it and specifying the source

- Obtain any assistance, collective or individual, unauthorized to carry out a work or a part of a work.

- Commit or attempt to commit any act that could engage the responsibility of the University.

- Copy information from a third party's computer or email without indicating the source.

- Copy into a work, in whole or in part, the contents of a work downloaded from a website or any other means of purchasing or exchanging creation.

- Deliberately entering false results or erroneous information in user files during internships.

3.6.5 SOME ELEMENTS OF REFLECTION ON THE SUBJECT OF FRAUD AND CORRUPTION IN THE FORM OF RECOMMENDATIONS

- Any act of plagiarism or fraud must be reported.
- Any student or teacher who participates in fraud or plagiarism is subject to sanctions, which may go as far as exclusion and dismissal from the University.
- They must be informed when an accusation of plagiarism or fraud is made against one or more people in the university community.
- Get into the habit of giving and requiring exact quotations in quotation marks and with an indication of the source (at least author, work, edition, page) rigorously.
- Educate the academic community on the moral seriousness of fraud and corruption and the harmful effects that result from it.
- All meetings are held behind closed doors, and all its members must respect the confidentiality of files and deliberations.
- If the sanction has not been pronounced, the person against whom an accusation of plagiarism or fraud is pending can continue his work.
- All cases of plagiarism or fraud must be handled diligently.
- Prioritize awareness raising over sanctions by defining an adequate preventive framework.
- It is forbidden for anyone to impose a sanction on the fraudster outside of the mechanisms provided by the regulations.

CONTRIBUTION OF PROFESSOR DAHMANI ABDELNASSER, MEMBER OF THE BOARD FOR WORKSHOP 4, "FIGHT AGAINST FRAUD, PLAGIARISM AND CORRUPTION"

11/13/07

SUMMARY PRESENTATION OF THE THEME RELATING TO THE FIGHT AGAINST FRAUD AND CORRUPTION, THE SUBJECT OF THE DEBATE IN WORKSHOP 4

By Prof. Ah. BERCHICHE

❖ **Regarding fraud**

We are currently witnessing a worrying generalization of fraud at all levels of the university institution. The phenomenon of fraud has several aspects that vary from the introduction of supporting documents during an examination to plagiarism, passing through the substitution of copies or even of people (when there is no control of identity), and other fraudulent processes.

Today, the fraud has reached an intolerable level, even questioning the university's credibility. Trivialized, most students no longer perceive fraud as an object of scandal or shame, leaving indelible traces in the university curriculum. Gone are the days when it posed a confirmed case of conscience for the potential fraudster, both concealing a high level of intellectual integrity and a legitimate fear of dishonor. The idea of being caught in flagrante delicto during an examination test discouraged the most daring while hovering the specter of discredit on oneself and one's family circle.

Higher education, the culmination of a failing education system, has unfortunately not been spared by this fringe of unscrupulous individuals who use all illicit means to achieve their ends, namely the success of a graduation exam, the defense of a dissertation or doctoral thesis by recourse, in this case, to plagiarism.

To our great regret, it must be recognized that permissiveness, laxity, and complacency are critical factors in encouraging, facilitating, or rewarding fraud.

It will be appropriate for colleagues participating in the work of Workshop 4 to reflect on two levels:

- In a perspective of prevention, to the awareness of all actors in university life, teachers, students, and administrative staff, of the seriousness of the situation leading to a devaluation of diplomas, as a general rule.
- Downstream, with the aim of repression, the means to be implemented to fight effectively against this scourge, for example, by revising the scale of disciplinary sanctions and by ensuring the coordination of all the university establishments to avoid the registration of a student excluded by a university from another institution of higher education.

❖ **Regarding corruption**

The act of corruption generally for the public official to solicit or accept offers or promises, to request or receive gifts or presents, to do or abstain from doing an act of his functions is a priori incompatible with the position of a teacher who characterizes the nobility of the office. Indeed, the preferred domain of corruption is, in principle, the business world, the economic sphere, and public procurement.

In the recent past, it was inconceivable that one could imagine for a moment the introduction of this "octopus" within the university space whose primary vocation is knowledge, knowledge, and research! We liked to say, moreover, that we breathed healthy air there, on the understanding that it was free from corruptive pollution.

And yet, not to say, alas, we have been witnessing for a decade a dangerous slide in our university institution towards this sneaky and degrading practice of this scourge, which, contrary to the preconceived idea that we have of the teacher who is clean, honest and above all suspicion, is in several forms or facets from the acceptance of funds to the reception of presents and other advantages that the workshop can quickly identify.

Precisely, to be able to fight against this phenomenon upstream, it will be necessary to rely a lot on the outreach and information work of the local ethics

committees and their vigilance to discourage those who would be tempted by the "siren song" and taking charge of the university charter which should specify and insist on the obligations and duties of teachers.

The fact that corruption is an offense provided for by the penal code will not deter misguided and greedy teachers who have taken the wrong vocation because if there is an offense challenging to prove in its constitution, it is indeed corruption that intimately binds the corrupter (active corruption) and the corrupted (passive corruption); it is one of the rare offenses where there is no plaintiff victim because this one is co-perpetrator.

The workshop should, therefore, strive to identify the various corruption cases to propose countermeasures through a series of dissuasive disciplinary sanctions (independently of criminal proceedings, of course) and make relevant recommendations, which may not eradicate corruption, at least to define it to fight it better.

Fraud and corruption, two evils, should be recognized as the anathema of all university institutions.

That is why the opportune moment has come to somehow take "the bull by the horns" by thinking together about the appropriate means and measures to circumscribe them and, therefore, to try to restore the tarnished need of our university, by restoring its credibility and its primordial place within society.

APPENDIX I

THE QUALITY OF THE PEDAGOGICAL ACT STATE OF PLAY
(partial report established by the local committee of ethics and deontology of Annaba)

1. Teacher behavior

- Lack Of Responsibility,
- Absenteeism And Repeated Tardiness,
- Non-Compliance With Teaching Time Volumes
- Dress,
- Communication Problems => Misunderstanding And Discrepancies In Language => Verbal And Physical Violence

2. Teaching content //teaching programs

- Obsolete, Not Adapted To The Realities, **The Content Provided Remains Static And Not Adapted To The Realities Of The Moment**
- Lack Of Clarity And Consistency In The Preparation Of Teaching Programs
- Lack Of Openness To Other Sciences (To Encourage Transdisciplinarity)

3. Teaching methods

- Inconsistency Between Teacher Profile And Teaching Module Assignment
- Recourse To Associates, In The Event Of Major Promotions,
- Poor Distribution Of Teaching Loads,
- Insufficient Quality And Quantity Of Infrastructure (Rooms, Auditoriums, Work Rooms),

4. Assessment methods

- The limits, shortcomings, and perverse effect of the current evaluation system

Obtaining a diploma without the student having acquired the required skills. On the one hand, this evaluation system obliges the teacher to devote a lot of time to the preparation of the subjects and the correction of the exam papers to the detriment of the lessons.

The evaluation system in force artificially multiplies the chances of success. It promotes the validation of the years of training without the student having acquired the knowledge and skills provided for in the teaching program. **The current evaluation system maintains the illusion of success and is partly responsible for demobilizing students and teachers.**

- Following The Massification, The Evaluation Methods Used By A Large Majority Of Teachers **Favor More "By Heart" Than Understanding, Reasoning And Application**
- Evaluation Of Parts Not Treated Or Treated Late (Distribution Of Handouts),
- Practical Evaluation Often Replaced By A Written Evaluation because of The Very Large Workforce,
- Too Much Bias In Skills Assessment **[Indulgence And Subjectivity Of Teachers In Scoring],**
- Supervision Of Dissertations Poor Management Of This Stage Of Training (Poorly Defined Subjects, Lack Of Follow-Up By The Supervisor, Failure To Take Into Account The Financial Cost Of The Dissertation),

5. Failures of the Institution in

- Regulation of student flows
- Dissemination of the rules of procedure,
- The taking of sanctions.

APPENDIX II

DOCUMENTATION

1- Include the act of training in a quality approach – Papyrus n, July 2002 www.upf -grenoble.fr

Relations between trainer and trainee.

   http//en .wikipedia.org/wiki Training

2- The pedagogical triangle of Jean Houssaye www.educnet .education.fr/bd/competence

3- Reading sheet on The evaluation, rule, of the game of Charles Hadji by Jean-Michel Ducrot www.edufle.net/fiche-de-lecture-sur-l-evaluation

4- Evaluation and success at the University Survey of students at the end of their cycles. Boubekeur Farid www.inrp.fi/Access/Bicanale _

PROPOSAL FOR HONORARY POSITION

Currently, Algeria has 27 universities. 16 university centers and 15 colleges or specialized institutes under the supervision of the MESRS;

All our universities are young except for the University of Algiers, whose faculty was mainly foreign until independence. It essentially explains the absence of established university ethics and deontology traditions.

These universal traditions are manifested in the world by the university ceremonial (solemn return, thesis defenses, jubilees, delivery of Honoris Causa doctorates, baptisms, held.); the markers are materialized by the halls of honor, the plaques, the paintings, and the portraits, the medals, etc. and any symbol relating to honor and dignity.

The retirement of professors in increasing numbers requires the development of rules to govern their place in society. It is time that their merit be recognized in the university's interest, which must show the way to rising generations.

In this spirit, it is proposed that the title of honorary professor be awarded to them in the year following their retirement, without their having to request it, because it is a distinction that we must grant and not deny.

It is also proposed that the title of emeritus professor be granted for a fixed period to those among the retirees who can still lead seminars and theses and participate in thesis juries. The emeritus professor cannot ensure the direction of a laboratory or receive delegation in terms of credit or personnel management; a professor emeritus must continue to work without blocking or hampering the advancement of active teachers or supplementing their recruitment.

It is also recommended to immediately implement the emeritus as defined in article 29 of the decree published in the J.0. of July 19, 1989, although the question of the competence of the CUN to judge the progress of a university career must be asked.

❖ **The following recommendations can be made**
- Creation of university of the 3rd age
- Creation of foundations
- Creation of prizes named after famous scientists
- Already lead the reflection on the creation of academies in different fields (human sciences, medicine, exact sciences, etc.)

Mustapha BOUHADEF

Said CHIBANE

Zahir IHADADENE

NATIONAL COUNCIL OF UNIVERSITY ETHICS AND DEONTOLOGY

Prof. KALFAT

UNIVERSITY CHARTER

INTRODUCTION / MATURATION

All the transformations and the successive phases through which the reforms of the Algerian university have passed could not escape the imperative need to converge towards the spirit and the academic environment, which require the attachment to the ethical and deontological dimensions.

The progress recorded and the rationalization in the new governance call for the pressing need for involvement and the implementation of democratization, freedom, and efficiency to join the evolution of the modern world.

These ideas for progress must be based on the problem of ethics and university deontology to consolidate the sense of values and responsibility.

The cyclical reforms of higher education have harmed not democratization itself, which continues to do valuable work in its evolution, but its energizing elements, such as poor management and lack of understanding.

The university remains the active center of freedom of expression in peace, debating ideas, and acquiring knowledge and learning.

It must also demonstrate its effectiveness by anticipating the future, training new generations called upon to adapt and find their balance in this world, and establishing stability, security, and social peace.

The members of the National Council of Ethics and University Deontology have, since their installation in 2005, reflected on the development of a draft University Charter with the desire to associate all teachers.

Already in February 1991, the Ministry for Universities and Scientific Research drew up a preliminary draft of the University Charter, which has undoubtedly remained a dead letter, despite the installation of a council dated 02/25/1995, and chaired by the Minister.

This first experience must be understood as an intention of importance in the mechanism of dignity, moralization, and professionalization of the university function.

The notions of ethics and deontology have been consecrated within the framework of law N° 99 – OS on the orientation law on higher education, published in the JORA, N° 24, of 07/04/1999, which establishes a Council of Ethics and University Deontology attached to the Minister of Higher Education.

Today, more than ever, and following the installation of local ethics and deontology committees within each Algerian university, the will of the public authorities, like that of the Council, is keen to raise the obstacle that our country must overcome in its evolution at the dawn of this century which has just dawned.

Aware of the new internal political landscape and the international situation of globalization, the Algerian university must continue to work for the creation of a University Charter whose object must, while consolidating the achievements, pursue the challenge of democratization, strengthen this space for reflection based on dialogue and consultation to promote the debate of ideas, to promote the development of education, culture, knowledge, and science.

The mission of the National Council of Ethics and University Deontology is to give its opinion and recommendations on the moral problems that are raised by scientific research, in the relations between professors, their behavior in the university

enclosure, the relationship between teachers and students, finally between professors and the entire body of university administration.

The social demand is no less pressing. It targets ethical issues, the revaluation and consolidation of citizenship training, on the one hand, and equal opportunities for access to higher education through increased funding, on the other hand. , which constitute, in fact, only an investment ultimately necessary for the guarantee and the moral and material motivation of all the operators within the university and to ensure the education of responsible citizens.

RIGHTS / DUTIES / RESPECT

Duty is not only a rule of what one owes but also a feeling of what one owes oneself because of the idea one has of oneself, of one's dignity, and of the function that one occupies in the relationship with others, but also because of the human values that are opposed to the absurd.

As part of a general approach to the rights and duties of the teacher, we find the attachment to his professional independence and the fulfillment of responsibility for each of his professional acts in a spirit of dedication, objectivity, and intellectual and scientific honesty.

The respect of these fundamental ideas must go through the establishment of the said National Council and local Committees and the participation of the whole university community to draw up a Charter and ensure its application.

CHARTER OF RIGHTS AND DUTIES OF UNIVERSITY ACTORS

PREAMBLE

What is ethics, and who is it for? We cannot define it in one sentence. The following principles can broadly define the teacher's expectations: the teacher avoids discrimination. He refrains from all fanaticism and proselytism. He practices a spirit of tolerance and strives to communicate it to his students.

The university charter is a code of ethics and deontology of the university community's members, faculty, administrative staff, and students. This charter aims to maintain and promote the integrity, objectivity, and transparency of their functions or situations to preserve their ability to act in the best interests of the University and to inspire the most confidence in the public. For these purposes, the university community adopts the following rules following the provisions of the *Law of the University and the National Council of Ethics.*

Each member of the University Community must comply with the rules of conduct prescribed by this code. A member is also bound by the duties and obligations defined by the University Act and the regulations concerning the University Charter of Ethics and Deontology.

In general, and notwithstanding the provisions specific to each of the actors of the university, the member of the University Community must, in the exercise of his functions, act with integrity, independence, loyalty, and good faith in the best interests of the university, and with care, diligence, and skill, as a reasonable person would in similar circumstances. He must organize his personal affairs so that they cannot interfere with the performance of his duties.

The member of the University Community must not confuse the property of the University or the property administered by it with his property. He may not use the university's property, material, physical, or human resources for his or third parties'

benefit unless he has obtained prior authorization. The member of the University Community is bound to the discretion on what he becomes aware of in the exercise or on the occasion of the practice of his functions and is bound, at all times, to respect the confidential nature of the information so received. He may not use for his benefit or the benefit of a third party the data obtained in the exercise or on the occasion of practicing his functions.

The university community member must avoid placing himself in a conflict between his interests and his duties. Without restricting the generality of the notion of conflict of interest and for the sole purpose of illustration, it constitutes a conflict of interest. A member of the University Community may not accept any gift, hospitality, or other benefit other than those of modest use and value. Any other gift, hospitality, or benefit received must be returned to the donor. The member of the University Community may not, directly or indirectly, grant, solicit, or accept a favor or an undue advantage for himself or a third party.

In making his decisions or his pedagogical acts, the University Community member must avoid being influenced by perspectives of all kinds. The member of the University Community who has ceased to exercise his function must behave so as not to derive undue advantages from his previous position.

When there are serious grounds for believing that a contravention of this Charter has been committed, a Community member may inform the Ethics Council President in writing and provide him with all available and relevant documents. The president determines, after examination, if necessary by a restricted commission of inquiry, whether there is a reason to open a file. If so, he notifies the person in writing of the breaches of which he is accused, gives him a copy of all the documents in the file, and informs him of the applicable sanctions. The president determines whether the person - the teacher - concerned has contravened this code.

If so, he determines whether the contravention justifies the imposition of a sanction; if so, he proposes the sanction he deems appropriate. This proposal for a sanction must be made in writing and be reasoned.

A violation of this charter may give rise to a warning, a reprimand, a suspension for a maximum of three months, or a request for revocation to the authority that appointed the member concerned. After consulting the Ethics Council, the personnel department is the competent authority to implement the disciplinary decisions proposed by the National Ethics Council.

REMINDER OF THE SITUATION OF THE ETHICAL FUNCTIONING OF UNIVERSITIES IN THE WORLD

INTRODUCTION

Over the past thirty years, **most universities in developed countries have expanded their exchange and technology transfer functions**. All universities will eventually express in formal policy statements and mission statements their commitment to technology transfer efforts, and this commitment will affect the allocation of their resources.

Policies governing the University's and faculty's interaction with commercial interests will be more process-oriented and less dogmatic. Special review committees will be designed to protect the university's values and encourage its participation in appropriate business activities. Each university, within the framework of the diffusion of knowledge, is conditioned by the services of permanent education, which it must exempt. There is an **educational route** for each **student-employee** at the **application level**.

In a report to the Club of Rome on the Restructuring of the International Order, published in 1976, Nobel Prize winner Jan Tiberghen sets out the program for a just socio-economic order and insists on the practice and respect of six postulates essential **equality** for each human being is recognized as having the same value, which requires the abolition of all discrimination; **the freedom** guaranteed to every individual and social group insofar as this does not hinder the freedom of others; democracy and participation as a method of government**; solidarity**, which requires a united front in the struggle for the realization of a just social program; safeguarding local or regional **cultural differences;** finally, **inviolability and protection of the environment** This program clearly shows the intertwining of the Economic Order with the New Cultural Order. This vision is more and more a view of the mind given the development of the concept of globalization in its narrowest sense, that of immediate profit at any price

and independently of any reference to the benchmarks of civilization, morality, and religion for what remains.

GLOBALIZATION, THE UNIVERSITY, THE FORMATION OF CREATORS OF WEALTH".

The phenomenon of globalization is the essential indicator of upheavals on a planetary scale, and this since the 1990s. Globalization involves the economy, finance, science and technology, communication, education, culture and politics. It is a process characterized by the following.

The disappearance of international borders, the expansion and intensification of commercial and financial transactions, and the exchange of information within the framework of the uniform and integrated world market;

Competition between countries, regions, firms, etc. is based on the speed and quality of production and sales.

Economic activity underpinned by science and advanced technology, mainly information and telecommunications technologies, has brought about profound changes in the three economic sectors: Great speed of transactions, deep involvement of knowledge in material production, transformation of social relations, and daily life.

The higher education system is, to varying degrees, the mirror of the complexity of the society of these contradictions. There is more a matter of politics than education and higher education policy.

If we were to compare with education systems worldwide, we can see that the missions of universities and schools have changed profoundly since the beginning of the 1980s. Economic changes have more than ever consecrated the advent of globalization, which has accelerated since the beginning of the 1990s. On the other hand, the university is confronted with the revolution of information technologies, the

working conditions, the diversification of the trades, and the requirements of permanent training. Moreover, the upheaval of knowledge and the way of learning it, the mutation of relations between the State, companies, and society, as well as the obsolescence of training courses, the lack of retraining of teachers, and the lack of resources, mean that the thousands of graduates trained by the university end up on the market for two main reasons, on the one hand, the discrepancy of the trades, and also the deep restructurings which led to the closures of the factories and the stoppages of the investments.

Competitiveness and globalization represent an equation with two unknowns. The first concerns the emergence of a new international division of intellectual labor, resulting in many more countries and companies today being able to use scientific research and knowledge produced elsewhere. "Science has always been the most international of activities."

As the products of world competition infiltrate everywhere and countries are dragged into their whirlwind, local industries, especially in developing countries, are losing their outlets, traditional crafts, prestige, and survival. Due to the concentration of knowledge and resources, research and higher education institutions may not appear equal to the tasks ahead. If countries, particularly developing countries, try to protect their institutions, industrial sectors, and agriculture by closing their borders, they will find themselves dead. Environments will become more and more volatile. Only the capacity for adaptation and perpetual flexibility of places of knowledge and places of technological exploitation of this knowledge will remain.

The general rule seems to be that to succeed in the turbulent world of harsh international competitiveness, players must start with a good seat belt. Access to knowledge and technical skills, their reconfiguration in new ways, and their sale become specialized commercial functions. Knowledge production is today a global phenomenon; companies in the knowledge sector must have access to global information.

PRINCIPLES GOVERNING THE UNIVERSITY THROUGHOUT THE WORLD

More than ever, a nation's development and quality of life will depend on its cultural and scientific level, largely dependent on the value of its higher education. Throughout the world, higher education is confronted with three significant shocks: the growth in the demand for knowledge, the diversification of the disciplines to be taught, and the increase in the cost of education.

The transition to a market economy must, therefore, concern the university. Like a company, the university must consider an environment in perpetual motion to preserve its scientific sustainability**.** The university has a mission to fulfill in this global scheme. It must provide the socio-economic sector with the skills necessary for its current and future functioning.

In principle, the university allows students to progress with every opportunity and find the specialty where he has the most aptitude. Every student should be assured of leaving higher education with a diploma of professional value, but he must feel ready to make the necessary effort for this. In addition, everyone should be able to return to university throughout their career after a first degree, on the one hand, to enhance their "acquired permanently" or to acquire another degree.

For this, establishments tend more and more towards increased autonomy. They will also have to be the subject of a systematic evaluation, more transparent, open, and creative of rights and duties. One of the primary missions of the university is preparation for professional life. According to the specialties, any student's passage to the university should be valued after the first level of three years, then four, five, six, and seven. The university **is** completely **redesigned in its functioning, prerogatives, funding, and relations with teachers and social partners**. Teachers should not just be civil servants who "operate" on the old patterns but entrepreneurs who "undertake" by participating in the creation of innovative business design offices based on the

results of their wealth. In addition, they will have to demonstrate mobility for at least half of their career.

Everyone will exercise a growing number of professions and activities with more and more **responsibility as an entrepreneur** and less and less **constraints as an employee**. The notion of the state in the classic sense of the term, namely **the welfare state**, which sometimes becomes **a rentier state, will disappear**. It is no longer possible for the latter to guarantee a job with an advanced diploma. It is up to him to build his future career.

ALGERIAN UNIVERSITY HOMEWORK

Objectives and policies of higher education

Higher **education** aims to develop the human personality and society's progress fully. It contributes to the achievement of the objectives of lifelong education and the development of other forms of educational level. It is essential to underline that **public financing of higher education is considered a form of investment that is generally only profitable in the long term. However, public opinion must be constantly informed of the justification and the opportunity for such an investment**.

Higher education establishments must take all necessary measures to guarantee education teaching staff **access to information,** i.e., libraries with up-to-date documentation and national and international computer networks.

State responsibility.

The higher education public service includes all post-secondary education under the various ministerial departments. The public service of higher education contributes to developing the research necessary to support the training provided and raise the nation's scientific, cultural, and professional levels and the individuals who compose it.

The state is responsible for access **to** higher education. The right to education can only be fully exercised concerning academic freedom and the autonomy of higher education establishments.

In line with the recommendations of UNESCO, **the University** must promote education for peace and a culture of peace. It requires **graduates highly qualified and educated in higher education**, advanced study, and research activities, and consequently, a **higher education teaching body with all the necessary skills and qualifications.**

Universities and equivalent institutions of higher learning are **communities of scholars** whose mission is to preserve and disseminate traditional knowledge and culture, express their opinions freely, and pursue their pursuit of expertise unhindered by doctrinal imperatives. The exploration and application of new knowledge is at the heart of the mandate of higher education institutions and relies on both research and teaching, which are inseparable activities.

Teaching in higher education is a **profession** whose members serve the public; this profession requires **not only in-depth knowledge** and special skills **acquired through rigorous** and continuous research studies but also a sense of the personal and collective responsibilities they assume for the education and well-being of students. For which they are responsible and adhere to rigorous professional standards in study and research.

Higher education, knowledge, and research progress depend mainly on the infrastructure and the available human and material resources. They also depend on the qualifications and capacities of the teaching staff in higher education and their human qualities. , educational and professional, and are further enhanced by **academic freedom and the principles of professional responsibility, collegiality, and institutional autonomy**.

- **The obligation to transmit knowledge.**

The strength of the developed countries lies in their educational system and universities, which are effective in facing the increasingly significant challenges for scientific and technological survival and, consequently, the countries' survival.

Should higher education deliver a general culture or provide training whose level facilitates access to the world of work? How do we reconcile these two missions, which are antagonistic? To transmit a general culture is to offer the student the conditions for his development. It is a question of giving him, throughout his

professional life, in particular, the means to judge, appreciate, and face the rapid changes and mutations worldwide.

Universities and higher education establishments have as their fundamental mission the elaboration and transmission of knowledge, the development of research, and the training of men.

Universities must strive to bring higher forms of culture and research **to the highest level and provide access to them for all those with the vocation and the ability**. They must meet the nation's needs by offering managers in all areas and participating in the country's and region's social and economic development.

Teachers and researchers must ensure **the means to exercise their teaching and research activity in conditions of independence and serenity essential to reflection and intellectual creation.**

Students must endeavor to ensure the means of their orientation and the best choice of the professional activity to which they intend to devote themselves and provide them for this purpose, not only with the necessary knowledge but training elements. In general, Higher Education, all of the lessons that follow secondary studies, contributes to **the cultural promotion of society** and its evolution towards a greater responsibility of each man in his destiny.

- **Autonomy of higher education institutions**.

The exercise of academic freedom and the fulfillment of duties of responsibility presupposes **the autonomy of higher education establishments,** i.e., the latitude necessary to make **effective decisions** concerning their scientific teaching and research activities. , their rules of operation and related activities insofar as they comply **with the legislation in force** and respect individual **academic freedoms** and the rights of persons.

The state must defend the autonomy of higher education institutions against any form of interference from anywhere. The university must be **a space of tolerance where only knowledge prevails to the exclusion of all partisan, ideological, and cultural struggles**. However, universities must not invoke autonomy to undermine individual rights or to restrict the academic freedom of higher education teachers, hence the need for checks and balances **and** collegiality **for** significant decisions at the university. **Democratic self-management and collegiality** are the elements of genuine **autonomy** for higher education establishments.

The State must give the Algerian University the means of its **autonomy**. Public establishments of a scientific, cultural, and professional nature are national establishments of higher education and research enjoying legal personality and **pedagogical scientific, administrative, and financial autonomy**. Within the framework of the missions devolved to them, the Establishments can ensure by agreement **the** provision of services for a fee, exploit patents and licenses, market the products of their activities, and within the limit of the available resources generated by these activities. , take stakes, and create subsidiaries.

- **The obligation of transparency in the management of universities**

Higher education institutions must fulfill the following missions and obligations:

- The guarantee of honesty and transparency in accounting management.
- The assurance of effective communication with society regarding the nature of the educational mission.
- Pursuing the objectives of quality and excellence in their teaching, study, and research functions and defending their integrity against any interference incompatible with their academic vocation. The provision of high-level education to as many qualified people as possible within the limits of the available resources.

- The possibility of offering continuing education programs according to the institution's mission and its available resources.
- Through a collegial process and negotiation with organizations representing teaching staff, the development of a code of ethics serves as a guide for the university and higher education teachers in their teaching, research, and educational activities.
- Addressing societal issues, ensuring that education programs and activities respond appropriately to society's present and future needs.
- Encourage international university cooperation by promoting Partnership on an equal footing between university communities.
- By giving priority to a network of scientific and technical information and by ensuring access without any censorship to teachers and students

Competition between higher education establishments is essential for stimulating knowledge and advancing knowledge in the country. Although the diploma has a national character, regardless of the university issuing it. However, the State will ensure that the conditions of access to these establishments are as transparent as possible and are only based on scientific competition.

Under certain conditions, each institution should be free **to improve its teaching** while having **the programs accredited** by the supervisory authority, which is not required to provide it with the resources necessary for the specific improvement of the programs offered. The lessons provided by higher education establishments are appraised every **four years** to study their compliance with the **standard curricula submitted** to the supervisory education department.

Finally, the imperatives of competition and competitiveness require that the **low potential of high-level teachers** be in **direct contact** with **economic, industrial, and social changes**. For this, it turns out that the **gaze of society is evolving** in the direction of valuing innovative ideas for the training of **creators of wealth**, **which can replace** the policy of **the welfare state** with a policy of **the imagination**, the

University to serve as a **true incubator of project ideas** and **provider of job creators to society.**

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