

Mohamed Khider University,
Biskra



Faculty of Sciences and
Technology



Course handouts 1st year Science and Technology

Ethical Dimension and Deontology

Realized by

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Lecturer class A



Academic year 2025-2026

Program of the 1st year ST: Engineering Track for all majors in the ST field

| Unités d'Enseignement | Matières | Code | Crédits | Coefficients | Volume horaire Hebdomadaire | | | Volume Horaire Semestriel (15 semaines) | Mode d'évaluation | |
|---|--|---------|---------|--------------|-----------------------------|-------|------|---|-------------------------|--------------|
| | Intitulés | | | | Cours | TD | TP | | Contrôle continu | Examen final |
| UE Fondamentale Code : UEF 1.1.1 Crédits : 12 Coefficients : 7 | Analyse 1 | IST 1.1 | 6 | 3 | 1h30 | 3h00 | | 67h30 | 40% | 60% |
| | Algèbre 1 | IST 1.2 | 4 | 2 | 1h30 | 1h30 | | 45h00 | 40% | 60% |
| | Probabilités et statistiques | IST 1.3 | 2 | 2 | 1h30 | 1h30 | | 45h00 | 40% | 60% |
| UE Fondamentale Code : UEF 1.1.2 Crédits : 14 Coefficients : 8 | structure de la matière | IST 1.4 | 7 | 4 | 1h30 | 3h00 | 1h30 | 90h00 | 40% (20% TD + 20%TP) | 60% |
| | Eléments de Mécanique (Physique 1) | IST 1.5 | 7 | 4 | 1h30 | 3h00 | 1h30 | 90h00 | 40% (20% TD + 20%TP) | 60% |
| UE Méthodologique Code : UEM 1.1 Crédits : 2 Coefficients : 2 | Structure des ordinateurs et applications | IST 1.6 | 2 | 2 | | | 3h00 | 45h00 | 100% | |
| UE Transversale Code : UET 1.1 Crédits : 2 Coefficients : 2 | Dimension éthique et déontologique (Les fondements) | IST 1.7 | 1 | 1 | 1h30 | | | 22h30 | | 100% |
| | Les métiers de l'ingénieur | IST 1.8 | 1 | 1 | 1h30 | | | 22h30 | 100% | |
| Volume Horaire Total du semestre 1 | | | 30 | 19 | 10h30 | 12h00 | 6h00 | 427h30 | | |

Subject Content

Chapter I. Fundamental Concepts – Morality

I. Definitions

1. Morality
2. Ethics
3. Deontology “Theory of Duty”
4. Law

II. Distinction between the different concepts

- A. Distinction between ethics and morality
- B. Distinction between ethics and deontology

Chapter II. References

1. Philosophical references
2. Religious references
3. The evolution of civilizations
4. Institutional references

Chapter III. University franchise

1. The concept of university franchises
2. Regulatory texts
3. University franchise fees
4. University campus stakeholders

Chapter IV. University Values – The University of Al-Qaida

1. Social Values
2. Community Values
3. Professional Values

Chapter V. Rights and Duties

1. Student Rights

2. Student Duties
3. Teacher Rights
4. Research Professor Obligations
5. Administrative and Technical Staff Obligations

Chapter VI. University Relations

1. Definition of the Concept of University Relations
2. Student-Teacher Relations
3. Student-Student Relations
4. Student-Staff Relations
5. Student-Member Relations

Chapter VII. Practices

1. Best Practices for Teachers
2. Best Practices for Students

Chapter I.

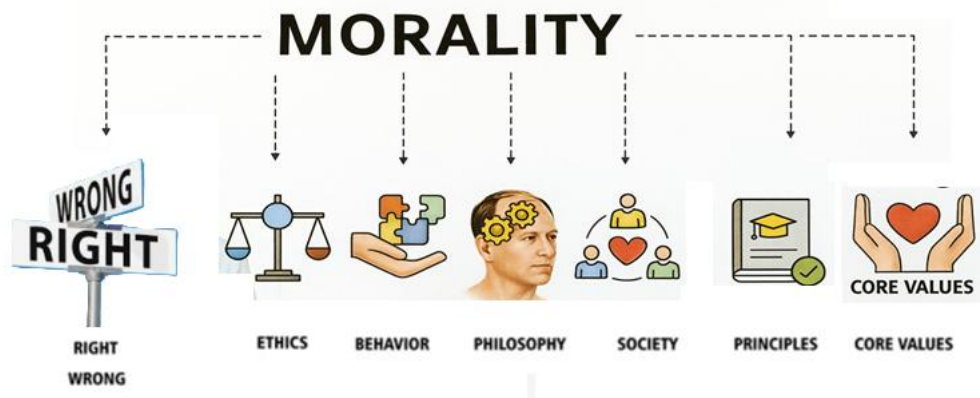
Fundamental Concepts

Introduction

Before studying applied ethics or specific moral problems, it is important to clarify the fundamental concepts that form the foundation of ethical reflection. Students often hear the words morality, ethics, duty, and law (الأخلاق والقيم والواجب والقانون) used interchangeably, but each has a distinct meaning. This chapter will define these terms, highlight their differences, and introduce deontology—the “theory of duty”—as a central ethical approach.

1. Morality (الأخلاق)

Morality is the collection of principles, values, and social norms that regulate behavior within a community. It helps individuals determine what is considered good or bad, just or unjust, right or wrong.



- Morality is both universal (concerns about fairness, respect, truth) and culturally specific (varies between societies).
- It is transmitted through family, education, religion, traditions, and culture.
- It is often implicit: people follow moral norms without necessarily analyzing them.

Example:

Helping an elderly person cross the street is seen as morally good in many societies, even if there is no written law requiring it.



Discussion question:

- Can morality exist without religion? Why or why not?

2. Ethics (القيم)

Ethics is the philosophical and critical study of morality. Unlike morality, which is lived and practiced, ethics reflects on moral principles, asking why they are valid and how they should be applied.



- Ethics is normative: it evaluates and justifies rules.
- Ethics is also critical: it questions moral traditions and their rational basis.
- Different branches exist: applied ethics (medicine, environment, business), meta-ethics (the meaning of moral language), and normative ethics (criteria for right and wrong).

Example:

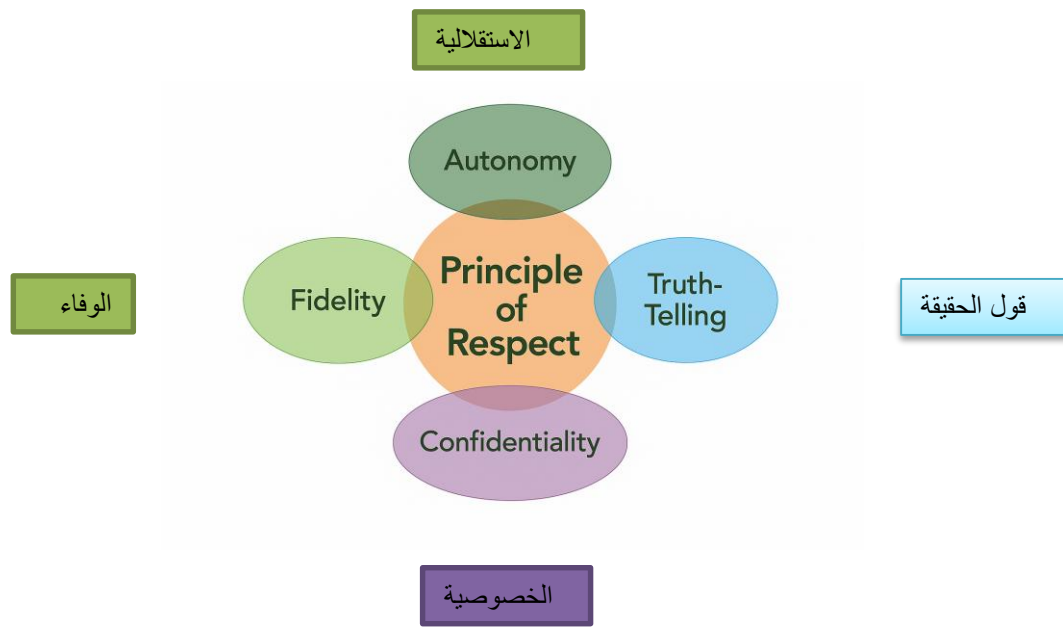
Morality says “lying is wrong.” Ethics asks: Is lying always wrong? What about lying to save a life?

Discussion question:

- Is ethics universal, or does it change from one culture to another?

3. Deontology (علم الأخلاق) – “Theory of Duty”

Deontology is an ethical theory centered on duty (الواجب), obligation (التزام), and moral rules (القواعد الأخلاقية). The term comes from the Greek deon (duty) and logos (study).



- Developed most strongly by Immanuel Kant in the 18th century.
- Moral actions are those done out of duty, not out of desire or pursuit of consequences.
- Universal moral laws (like the categorical imperative) guide action: "Act only according to that maxim whereby you can, at the same time, will that it should become a universal law."

Example: -

According to deontology, you should not lie even if lying would save someone, because the principle of truth-telling is a duty.

Discussion question:

- Do you agree with Kant that consequences should not determine morality? Why or why not?

4. Law (القانون)

Law is a system of rules established by an authority (such as the state, government, or community) to regulate behavior and maintain social order. It is written, institutionalized, and enforceable by sanctions.



- Law aims to guarantee social peace, justice, and rights.
- Law and morality often overlap, but they are not identical.
- Some actions may be immoral but legal (e.g., exploiting workers without breaking labor law). Others may be illegal but not immoral (e.g., civil disobedience against unjust laws).

Examples

- 1- It's against the law to break the speed limit, but it might not be immoral if you're speeding to save someone's life.
- 2- While trespassing on private property is illegal, it may not be immoral if you're seeking help during an emergency.
- 3- Violating traffic rules is illegal, but doing so to prevent a serious accident could still be morally justified.

Discussion question:

- Can a law be unjust? Give an example from history.

Racial Segregation Laws in the United States (Jim Crow Laws) (From the late 19th century until the 1960s)

U.S. states—especially in the South—enforced **Jim Crow laws** that required racial segregation in schools, transportation, restaurants, and public spaces.

These laws were **legal** at the time but **deeply immoral**, because they discriminated against Black Americans and denied them equal rights. Civil rights leaders like **Dr. Martin Luther King Jr.** argued that:

“An unjust law is no law at all.”

- **Apartheid laws in South Africa** – enforced racial separation and oppression (1948–1994).

- **Nazi laws in Germany** – legalized persecution of Jews and other minorities during World War II.
- **Colonial laws** – allowed exploitation and control over indigenous populations in many countries.

5. Distinction Between the Different Concepts

A. Ethics vs. Morality

- Morality = the practical norms and values lived by people.
- Ethics = the rational and philosophical study of those norms.

Example:

Society condemns theft (morality). Ethics examines why theft is wrong and whether there can be exceptions (e.g., stealing food to survive).

B. Ethics vs. Deontology

- Ethics = a broad discipline with many approaches (utilitarianism, virtue ethics, care ethics, deontology, etc.).
- Deontology = a specific ethical theory focusing on duty, regardless of consequences.

Example:

Ethics asks: “Should lying ever be permitted?” Deontology answers: “No, because lying violates duty, even if it helps.”

Summary Table

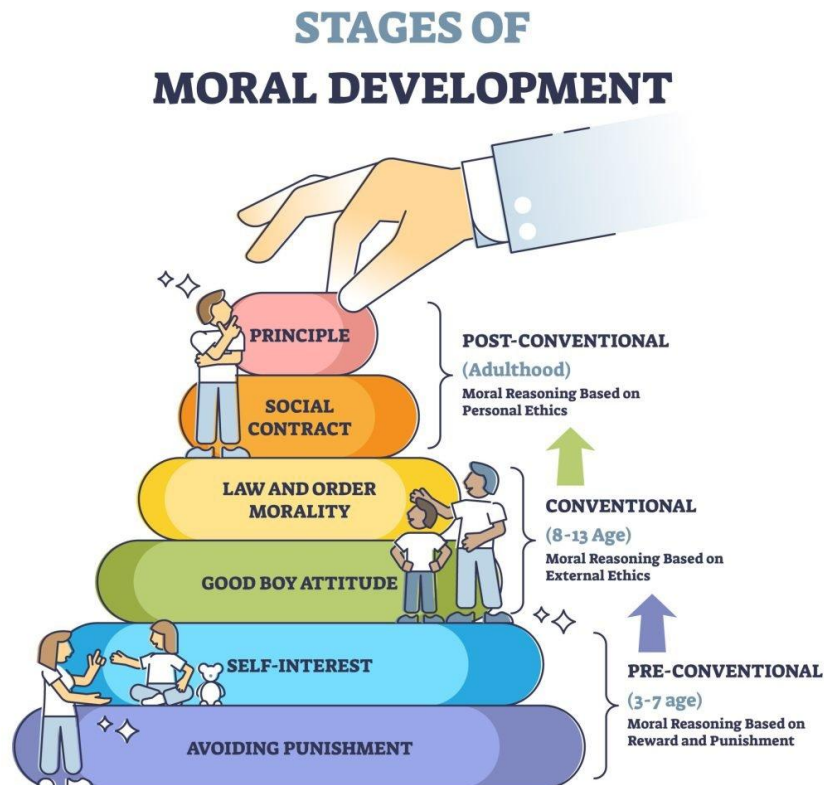
| Concept | Definition | Source | Nature | Example |
|-------------------|-----------------------------|------------------------------|----------------------|---|
| Morality | Norms & values in society | Culture, religion, tradition | Informal, practical | Helping the poor |
| Ethics | Study of morality | Philosophy | Reflective, critical | Debating if lying can ever be justified |
| Deontology | Theory of duty | Kant, philosophy | Rules & obligations | Never lie, even if useful |
| Law | Codified rules by authority | State, institutions | Formal, enforceable | Driving laws, penal codes |

Chapter II.

References

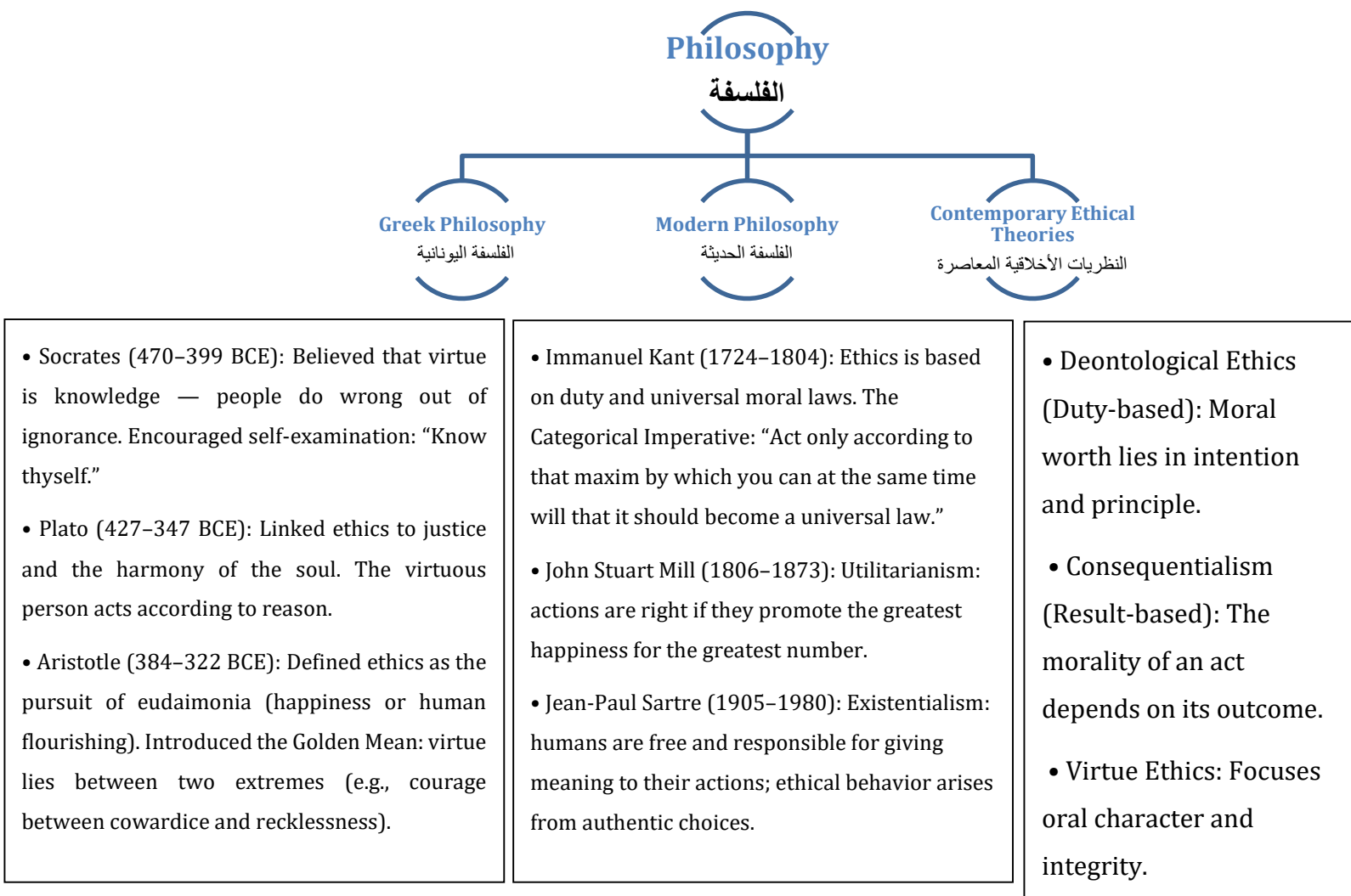
Introduction

Ethics does not arise in a vacuum. Every moral code or professional rule is built upon a set of references — philosophical, religious, civilizational, and institutional. Understanding these sources allows professionals to grasp why certain behaviors are considered ethical or unethical and to develop a coherent moral judgment.



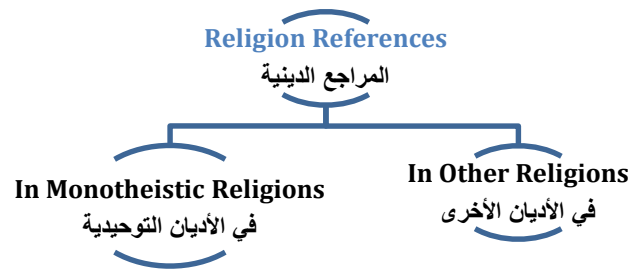
1. Philosophical References (مراجع فلسفية)

Philosophy is the intellectual foundation of ethics. Philosophers throughout history have tried to define what is good, just, and right. Below are the major philosophical schools that influenced ethical thought.



2. Religious References (المراجع الدينية)

Religion has always been a powerful source of moral guidance. Ethical values are often derived from divine commandments or spiritual principles.

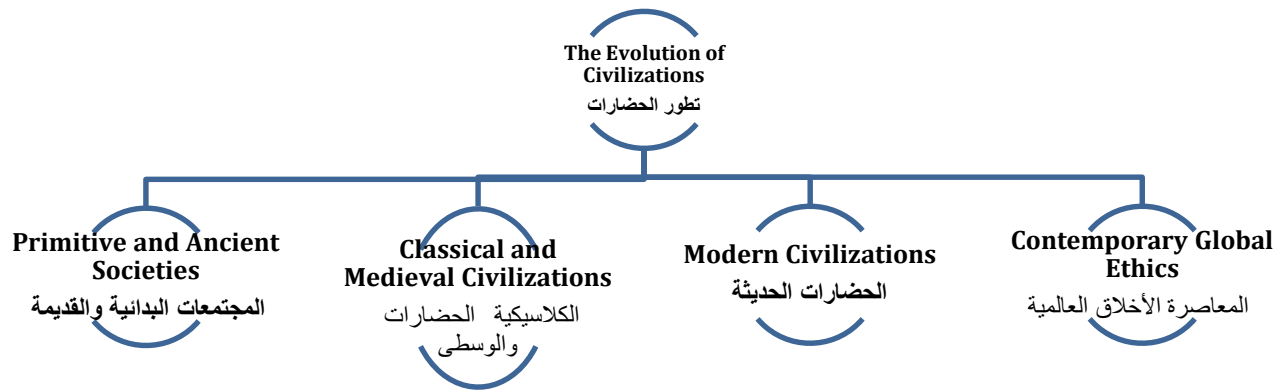


- **Judaism:** The Ten Commandments as moral law. Emphasizes justice, compassion, and respect for life.
- **Christianity:** Love, forgiveness, and humility are central virtues. The Sermon on the Mount and Golden Rule — “Do unto others as you would have them do unto you.”
- **Islam:** Ethics (akhlaq) is based on the Qur'an and the Sunnah. Core values: honesty, justice, mercy, respect for human dignity.

- **Hinduism:** Emphasizes dharma (duty) and karma (the moral law of cause and effect).
- **Buddhism:** Promotes compassion, non-violence, and mindfulness.
- **Confucianism:** Highlights respect, loyalty, and the harmony of social relationships.

3. The Evolution of Civilizations (تطور الحضارات)

Ethics evolves as societies evolve. Moral systems adapt to new forms of life, economy, and governance.



Morality based on survival, clan loyalty, and taboo systems. Justice was communal and linked to maintaining order.

Ethics became institutionalized through philosophy (Greece, Rome) and religion (Christianity, Islam). Codes of chivalry, honor, and justice shaped conduct.

Rise of individual rights and democracy. Humanism placed the human being at the center of moral reflection. Ethics expanded beyond religion to include reason, science, and universal human rights.

Globalization, technology, and the environment present new moral challenges, including artificial intelligence, bioethics, business ethics, and environmental ethics. The common goal is to ensure dignity, equity, and sustainability for all humanity.

4. Institutional References (المراجع المؤسسية)

Institutions play a key role in defining and enforcing ethical standards, especially in professional life.

Institutional References

(المراجع المؤسسية)

Legal Institutions

Professional Institutions

Educational and Social Institutions

International Institutions

Laws provide a minimal framework for acceptable behavior. However, not everything legal is ethical (and vice versa). Ethics goes beyond law to what is morally right.

Codes of ethics regulate conduct in professions such as medicine, law, teaching, engineering, and journalism. They ensure integrity, responsibility, and respect toward clients, colleagues, and society.

Schools and universities transmit ethical values and critical thinking. Families and communities reinforce social responsibility and solidarity.

Organizations like the United Nations (UN), UNESCO, and World Health Organization (WHO) promote universal ethical principles: human rights, peace, justice, and respect for diversity.

Chapter III.

University Franchising

Introduction

University franchising represents a significant model of transnational and cross-border higher education delivery, wherein degree-awarding institutions license their programmes to partner organisations for local delivery while retaining responsibility for academic standards and awards.



1.The concept of university franchises مفهوم الامتيازات الجامعية



1.1 Definition and Core Characteristics

University franchising refers to contractual arrangements in which an award-granting institution (the franchisor) permits another organisation (the franchisee) to deliver its academic programs under license. The franchisor retains ultimate responsibility for the award and academic standards while the franchisee undertakes local teaching, administration, and student support [1]. This model enables universities to extend their reach beyond traditional campus boundaries while maintaining quality control over their branded offerings.

The defining characteristics of university franchise arrangements include:

- Brand and curriculum licensing: Use of the franchisor's institutional brand, curriculum design, and learning materials [1]
- Quality assurance retention: The franchisor maintains oversight through validation, monitoring, and periodic review processes [2]

- Contractual governance: Detailed agreements specify delivery standards, assessment procedures, and quality benchmarks [2]
- Variable autonomy: Franchisees operate with different degrees of independence depending on the franchise model adopted [1]
- Award responsibility: The franchisor remains the degree-awarding body, ensuring students receive qualifications bearing the franchisor's name and accreditation [2]

1.2 The Concept of University Franchises مفهـوم الحرم الجامعي



University franchises is a term that expresses the position and the strengths of a university, in which the university is distinguished and in which security forces cannot interfere without the prior approval of officials. This position is enshrined in law or custom.

This concept embodies the university's sacred nature and its respect for science and knowledge. There is a close link between the concept of university franchises and academic freedom; the concept of university franchises assumes that the head of the university is qualified and authorised to maintain order and security at the university.

2. Regulatory texts

University franchises are regulated and prescribed in the official documents of the Ministry of Higher Education and Scientific Research (Official Journal No. 24, 21 Dhu al-Hijjah 1419, corresponding to April 4, 1999), which stipulates the following:



- Higher education institutions are spaces for freedom of thought, research, creation, and expression, without prejudice to educational and research activities and without undermining public order.
- Teaching and research imply objectivity of knowledge as well as tolerance and respect for conflicting opinions. They exclude all forms of propaganda and must remain free from political and ideological influence.
- Higher education teaching staff enjoy complete freedom of expression and information in the exercise of their teaching and research activities, without undermining the academic traditions of tolerance and objectivity and in compliance with the rules of ethics and professional conduct. They have freedom of association and assembly under the conditions laid down by the legislation in force.
- Students have freedom of information and expression without prejudice to teaching and research activities and public order.
- A council for academic ethics and professional conduct is established under the Minister responsible for higher education, tasked with proposing any measures relating to ethical rules.

In general, the royalties of university franchises require a set of conditions, as follows:

- Protecting the independence of teaching staff;
- Protecting intellectual freedom;
- Safeguarding the innovative and creative nature of research;
- Perpetuating the values of tolerance and non-discrimination;

- Ensuring the safety of individuals and maintaining equipment and facilities;
- Ensuring health, safety, and environmental regulations;
- Respecting appropriate dress codes;
- Not engaging in commercial activities without authorization from the competent authorities;
- The university is a public space that provides a public service to the community.

3. University franchise fees رسوم الامتيازات الجامعية

Algerian university franchise fees aren't a widely published public figure like standard tuition; instead, expect very low to virtually free tuition for Algerians, with minimal annual registration fees (around \$1,000-\$1,100 USD equivalent for international students in some fields), focusing more on system-wide funding and national standards rather than franchised costs, though private or international branches might have different models, requiring direct contact with specific institutions for exact figures.

Tuition fees in Algeria are highly affordable compared to those in many other countries. This affordability allows international students to pursue quality higher education without facing significant financial pressure. Algerian universities offer accessible academic opportunities, making the country an appealing destination for students seeking both excellence and affordability.

4. University campus stakeholders

The university institution is a public establishment with a scientific, cultural, and professional character, endowed with legal personality and subject to the oversight of the ministry responsible for higher education.

It includes individuals and organisations that define the relationship between them and ensure the proper functioning of the campus. It deliberates on matters related to the development of the university institution, including financial and budgetary issues, as well as human resources, and identifies the main axes of university policy. There is also a council at the faculty and institute level.

1. The Rector of the University and the management staff

The Rector, Vice-Presidents, Secretary General of the University, Deans of the Faculties, Directors of the Institutes, Vice-Deans, Vice-Directors, Secretaries General of the Faculties and Institutes, Heads of Departments, Deputy Heads of Departments.

2. Council of Ethics and University Deontology

This is a specific body that includes high-ranking teachers, known for their good conduct and ethics, which ensures adherence to ethical and deontological standards as stipulated in the charter, and works to combat and protect against scientific theft.

3. Disciplinary Councils

- These are bodies that ensure students adhere to general rules of discipline and maintain order within the university premises.
- They are based on mutual respect and the preservation of the university's property and equipment.
- They also ensure that students respect the provisions of the internal law of the university.

4. Joint Committees اللجان المشتركة

These are committees tasked with examining all individual matters concerning employees.

They are composed of an equal number of representatives from the institution and elected workers.

5. Cultural and sports activities الأنشطة الثقافية والرياضية

5.1 Scientific clubs

These provide a framework for engaging in scientific and cultural activities by students organised within the institution. The establishment of clubs is authorised by institutional officials.

5.2 Cultural and sports associations لجمعيات الثقافية والرياضية

These are non-profit volunteer groups that are accredited and authorized, whose members contribute their knowledge and resources to promote and encourage activities in various non-political fields.

The activities of the association are linked to its objectives; it seeks to serve the public good and its activities do not conflict with national values and principles.

6. Social partners

6.1 Workers' unions نقابات العمال

These are structures of moral value provided by law for workers, whereby they are represented and defend their interests, promote their conditions, and protect their material and moral rights. Unions are characterized by pluralism.

6.2 Student unions الاتحادات الطلابية

These are associations aimed at defending the interests of students, promoting the level of education, and contributing to the provision of conditions for healthy pedagogical practices within the framework of existing laws. They operate according to the credits allocated to them by the Ministry of the Interior.

Chapter IV.

University Values

Introduction

Universities serve as foundational pillars of society, functioning not merely as centres of knowledge transmission but as crucibles where character is forged, communities are built, and professional excellence is cultivated. Understanding university values is essential in an era of rapid globalisation, technological transformation, and evolving societal expectations.

1. Social Values

Social values in the university context encompass the principles and ethical standards that govern how institutions engage with broader society and contribute to the common good. These values reflect a university's commitment to addressing social challenges, promoting equity and justice, and fostering responsible citizenship among its members. Social values extend beyond the campus boundaries, positioning universities as active participants in societal transformation and progress.

Algerian university entities are eminently social institutions. As such, they are fundamentally committed to the future of society's project. They must follow the fluctuations, progress, and changes of national and universal life. Therefore, they must promote the core values that underpin all human society. Social values are:

- Education: التعليم
- Culture: الثقافة
- Multiculturalism: التعددية الثقافية
- Work: العمل
- Technological development: التطور التكنولوجي
- Well-being: الرفاهية

1.2 Core Social Values

- Equity and Inclusion
- Social Justice and Advocacy
- Civic Responsibility and Democratic Engagement
- Sustainability and Environmental Stewardship

2. Community Values

Community values in higher education refer to the principles that govern relationships, interactions, and collective life within the university and between the institution and its surrounding contexts. These values shape the quality of daily experience for students, faculty, staff, and external partners, creating the social fabric that supports learning, discovery, and personal development.

These community values are

- Belonging and Mutual Respect
- Collaboration and Collective Responsibility
- Communication and Transparency
- Engagement and Service
- Create diverse living environments that promote intercultural learning
- Provide structured opportunities for dialogue on challenging topics
- Foster peer leadership and responsibility for community standards

3. Professional Values

Professional values in universities encompass the ethical standards, competencies, and commitments that guide scholarly work, teaching, and preparation of students for professional life. These values apply both to the professional conduct of faculty and staff within the academy and to the professional preparation universities provide to students entering various fields.

Professional values in higher education rest on several foundational premises:

- **Knowledge as a professional good:** The creation, preservation, and transmission of knowledge constitute core professional responsibilities
- **Expertise and competence:** Professionals possess specialized knowledge and skills developed through rigorous training and ongoing development
- **Ethical obligations:** Professional work is governed by ethical principles that transcend individual self-interest
- **Service orientation:** Professional expertise is directed toward serving others and advancing the common good
- **Accountability:** Professionals are answerable to multiple stakeholders, including peers, students, institutions, and society

3.1 Academic Integrity and Intellectual Honesty: Academic integrity represents the bedrock professional value in higher education, encompassing:

Research Integrity: Conducting research according to ethical standards, including:

- ✓ Honest reporting of methods, data, and findings
- ✓ Proper attribution of others' contributions through citation
- ✓ Avoidance of fabrication, falsification, and plagiarism
- ✓ Transparent disclosure of conflicts of interest and funding sources

Academic Freedom and Responsibility:

The right to pursue research and teaching without political interference or institutional censorship, is a core professional value that enables intellectual inquiry. However, it comes with corresponding responsibilities:

- ✓ Competence: scholars should exercise appropriate humility when speaking outside their field.
- ✓ Pedagogical Responsibility: Freedom in course design must be balanced with responsibility to cover essential content and skills students need.
- ✓ Respectful Discourse: Academic freedom does not license personal attacks, harassment, or speech that violates others' dignity.
- ✓ Public Engagement: When speaking publicly, scholars should clarify whether they represent institutional positions or personal views.

Excellence in Teaching and Mentoring: Professional values related to teaching include:

- Pedagogical Competence
- Student-Centered Approach
- Mentorship

Chapter V.

Rights and Duties

Introduction

The functioning of any university depends fundamentally on a clear understanding and mutual respect for the rights and duties of all its members. Universities are complex ecosystems where students, faculty, researchers, administrators, and staff interact in pursuit of knowledge, learning, and institutional excellence. The balance between rights and responsibilities creates the framework within which academic freedom flourishes, learning thrives, and institutional goals are achieved.

1. Student Rights **حقوق الطالب**

Students are the primary beneficiaries of the university's educational mission, but they are not merely consumers of educational services. They are active participants in a scholarly community with both entitlements and responsibilities. Student rights have expanded significantly over the past century, reflecting broader societal recognition of human rights, consumer protection, and the importance of student voice in educational governance.

1.1 Fundamental Educational Rights **الحقوق التعليمية الأساسية**

1.1.1 Right to Quality Education **الحق في التعليم الجيد**

Students have a fundamental right to receive education that meets established standards of quality. This includes: Qualified Instruction, Current and Accurate Content, Appropriate Resources (Access to library collections, databases, and research materials, Functional laboratory equipment), Technology infrastructure supporting learning (learning management systems, Wi-Fi, computing facilities), Study spaces conducive to learning, and Effective Assessment.

1.1.2 Right to Clear Information **الحق في الحصول على معلومات واضحة**

Students have the right to receive clear, accurate, and timely information about: Academic Requirements, Course Expectations, Learning objectives and outcomes, Transparent information about tuition (fees, payment deadlines, refund policies, and available financial aid), Changes to Programs or Policies.

1.1.3 Right to Fair Treatment and Due Process **الحق في المعاملة العادلة والإجراءات القانونية السليمة**

Non-Discrimination: Students have the right to an educational environment free from discrimination based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, age, disability, veteran status, or other protected characteristics. This applies to:

- Admissions decisions
- Academic evaluation
- Access to programs, resources, and opportunities
- Campus housing and facilities
- Student organisation recognition and funding
- Disciplinary processes

1.2 Academic Freedom Rights

Students possess academic freedom rights, though more limited than those of faculty: Intellectual Exploration, Expression of Views. Student academic freedom is not absolute. It does not protect:

- Disruptive behavior that interferes with the learning environment
- Failure to meet legitimate academic requirements
- Speech that constitutes harassment or discrimination
- Dishonest or unethical academic work

Students have the right to form and participate in student organizations, including those focused on political, religious, social, or cultural interests. Public institutions in particular must respect First Amendment rights of association and expression.

Students may engage in peaceful protest, advocacy, and activism on campus, subject to reasonable time, place, and manner restrictions that serve legitimate institutional interests (e.g., not disrupting classes or blocking access to buildings).

Student journalists have editorial independence and freedom of expression, though the precise scope varies between public and private institutions.

1.3 Privacy Rights

Under laws such as the U.S. Family Educational Rights and Privacy Act (FERPA) or similar international regulations, students have rights regarding their educational records: Right to inspect and review their educational records, Right to request correction of inaccurate or misleading information, Right to consent before the institution discloses personally identifiable information (with specific exceptions), Right to file complaints regarding alleged violations.

Students have a right to expect that personal information shared with counselors, health services, or in other confidential contexts will be protected, subject to legal exceptions (e.g., mandatory reporting of child abuse or imminent danger).

Students should be informed about institutional monitoring of computer use, video surveillance, and other forms of data collection, with such practices limited to legitimate institutional purposes.

1.4 Support Services Rights

Academic Support: Academic advising to help navigate degree requirements and course selection, Tutoring or supplemental instruction, particularly in high-difficulty courses, Writing centers and other skill-development resources, Career counseling and professional development support

Disability Accommodations: Students with documented disabilities have the right to reasonable accommodations that provide equal access to educational opportunities. This may include: Extended time on exams, Alternative format materials, Note-taking assistance, Accessible facilities and technology, Course substitutions where appropriate

Health and Counseling Services: Students should have access to basic health and mental health services, either through campus facilities or referrals to community providers.

Safety and Security: Security personnel and emergency response systems, Well-lit pathways and parking areas, Timely warnings about threats to campus safety, Clear policies and procedures regarding sexual misconduct, violence, and harassment

1.5 Participation and Representation Rights

Voice in Governance: Students have the right to participate in institutional governance through: Student government organisations, Representation on committees addressing issues that affect students, Opportunities to provide feedback on policies, programs, and services, Evaluation of courses and instructors.

Complaint and Grievance Procedures: Students must have access to clear procedures for raising concerns and filing complaints about: Academic matters (grading disputes, academic integrity accusations), Discrimination or harassment, Violations of student rights, Quality of programs or services, these procedures should be well-publicized, accessible, and provide for fair, timely resolution.

1.6 Consumer Protection Rights

As higher education has increasingly been viewed through a consumer lens, student rights have expanded to include consumer protections:

- Accurate Advertising;
- Contract Fulfillment;
- Refund Rights.

1.7 International Student Rights

International students have additional specific rights:

- Immigration Status Support;
- Cultural and Religious Accommodation;
- Equal Treatment.

2. Student Duties

Rights come with corresponding responsibilities. Students have duties to themselves, their fellow students, the institution, and the broader academic community. Fulfillment of these duties is essential for personal success, community well-being, and institutional effectiveness.

2.1 Academic Responsibilities

2.1.1 Duty of Academic Integrity

- Honest Academic Work;
- No Cheating;
- No Facilitation;
- Proper Collaboration;
- Consequences of Violations.

2.1.2 Duty to Engage Actively in Learning

- Attend classes regularly and punctually
- Come prepared, having completed assigned readings or work
- Participate actively and constructively in discussions and activities
- Pay attention and minimize distractions to themselves and others
- While teaching methods vary, and some courses may not require attendance, students generally have a responsibility to engage with course material and activities.

2.1.3 Duty to Understand and Follow Academic Policies

- Degree requirements for their program
- Prerequisites and course sequencing
- Deadlines for registration, withdrawal, graduation application
- Academic policies affecting their progress
- While advisors can help, ultimate responsibility rests with students to ensure they are meeting requirements.

2.2 Behavioral and Community Responsibilities

- Duty to Respect Others
- Duty to Contribute to a Positive Learning Environment
- Duty to Follow Institutional Policies and Laws

2.3 Financial Responsibilities

- Payment of Obligations:
- Responsible Borrowing
- Honest Financial Aid Applications.

2.4 Institutional Citizenship

- Care for Facilities and Resources.
- Sustainability: Recycling and waste reduction, Energy and water conservation, Sustainable transportation choices when feasible
- Representation of the Institution: Conduct themselves in ways that reflect well on the university, be honest about their institutional affiliation, and respect the institution's trademarks and intellectual property.
- Participation in Institutional Life.

2.5 Post-Graduation Responsibilities

- Accurate Credential Representation:
- Alumni Engagement: While not obligatory, alumni are encouraged to Stay connected with the institution, provide mentorship and networking for current students, Support the institution financially if able, Represent the institution positively in professional and community contexts

3. Teacher Rights

3.1 Academic Freedom Rights

- Freedom in Research and Publication,
- Freedom in Teaching,
- Freedom in Extramural Expression.

3.2 Professional Autonomy and Respect

- Expertise Recognition,
- Collegial Governance,
- Professional Development.

3.3 Fair Employment Practices

- Clear Terms of Employment,
- Fair Evaluation,
- Due Process in Disciplinary Matters,
- Non-Discrimination and Non-Retaliation.

3.4 Adequate Working Conditions

- Appropriate Compensation,
- Reasonable Workload,
- Adequate Resources,

- Safe Working Environment.

3.5 Intellectual Property Rights

- Ownership of Scholarly Work,
- Institutions may claim ownership of,
- Recognition and Attribution.

3.6 Privacy and Confidentiality

- Personnel Records,
- Confidentiality of personnel information,
- Academic Freedom in Personal Life.

4. Teacher Duties

Faculty rights are balanced by significant responsibilities to students, colleagues, the institution, and the profession. These duties reflect the trust society places in faculty and the importance of their role in education and knowledge creation.

4.1 Teaching Responsibilities

- Quality Instruction,
- Course Organization and Communication,
- Fair and Objective Evaluation,
- Inclusive Teaching,
- Professional Boundaries.

4.2 Scholarly and Professional Responsibilities

- Scholarly Productivity,
- Research Integrity,
- Professional Development,
- Professional Service.

4.3 Institutional Service Responsibilities

- Governance Participation,
- Advising and Mentoring,
- Collegial Participation,
- Administrative Duties.

4.4 Ethical and Professional Conduct

- Academic Integrity,
- Respect and Non-Discrimination,
- Confidentiality: Protect student privacy and confidential information,
- Professional Representation,
- Responsible Use of Resources.

4.5 Compliance Responsibilities

- Policy Adherence:
- Legal Compliance:

- Reporting Obligations:

5. Research Professor Obligations

Research professors have specific obligations that differ somewhat from those of primarily teaching faculty. While they share many duties with other faculty, their responsibilities are weighted toward scholarly productivity and research program development.

5.1 Research Productivity Obligations

- Publication Requirements,
- Grant Acquisition,
- Research Innovation,
- Sustained Productivity.

5.2 Research Program Management

- Laboratory or Research Group Leadership,
- Resource Management,
- Data Management.

5.3 Mentorship and Training Obligations

- Graduate Student Mentorship,
- Ethical Training,
- Postdoctoral Supervision.

5.4 Scholarly Communication and Service

- Dissemination of Research,
- Peer Review,
- Professional Leadership.

5.5 Institutional Research Contributions

- Research Infrastructure Development,
- Interdisciplinary Collaboration,
- Research Reputation Building.

5.6 Teaching Obligations (When Applicable)

- Graduate Education,

- Undergraduate Engagement,
- Quality Expectations.

5.7 Ethical and Compliance Obligations

- Research Ethics,
- Authorship and Credit,
- Responsible Conduct of Research.

6. Administrative and Technical Staff Obligations

Administrative and technical staff are essential to university functioning, supporting the academic mission through diverse roles. While their specific duties vary widely by position, certain common obligations apply across staff roles.

6.1 Core Professional Obligations

- Competent Performance,
- Reliability and Dependability,
- Continuous Improvement.

6.2 Service Excellence Obligations

- Student Service,
- Faculty and Colleague Support,
- External Relations.

6.3 Functional Area-Specific Obligations

Different staff roles carry specific obligations:

- Academic Affairs Staff: Registrar's Office, Admissions Office, Academic Advising.
- Student Affairs Staff: Residence Life, Counseling Services, Career Services.
- Business and Finance Staff: Financial Aid, Bursar/Accounting, Purchasing.
- Information Technology Staff: Systems Administration, User Support, Data Management.
- Facilities and Operations Staff: Maintenance and Custodial, Campus Safety/Security, Environmental Health and Safety.
- Research Administration Staff: Grants Management, Research Compliance, Laboratory Support

6.4 Ethical and Professional Conduct Obligations

- Integrity and Honesty,
- Confidentiality,
- Respect and Non-Discrimination,
- Professional Boundaries.

6.5 Institutional Citizenship Obligations

- Policy Compliance,
- Collaboration and Teamwork,
- Communication,
- Problem-Solving.

6.6 Supervisory Obligations (for Staff with Supervisory Roles)

Staff who supervise others have additional obligations to:

- Provide clear expectations and feedback
- Evaluate performance fairly and document appropriately
- Support professional development of supervisees
- Address performance or conduct issues promptly
- Create positive, respectful work environments
- Follow employment laws and policies
- Advocate for appropriate resources for their teams

6.7 Emergency and Crisis Response Obligations

Staff have obligations during emergencies to:

- Follow emergency procedures and protocols
- Assist in evacuations or other emergency responses
- Report emergencies promptly
- Support students and colleagues during crises
- Maintain operations to the extent possible
- Participate in emergency preparedness training

Chapter VI.

University Relations

1. Definition of the Concept of University Relations
2. Student-Teacher Relations
3. Student-Student Relations
4. Student-Staff Relations
5. Student-Member Relations

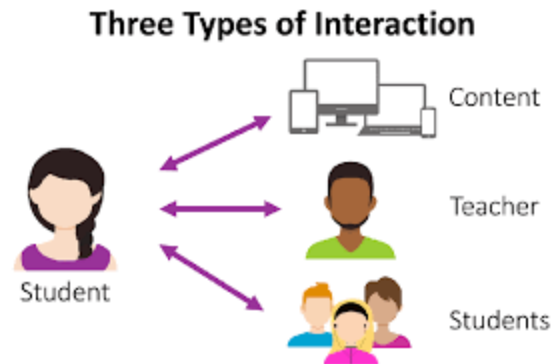
Introduction

Universities are fundamentally relational institutions. Beyond their role as centers of learning and knowledge creation, they are complex social ecosystems where diverse individuals interact, collaborate, and build connections that shape educational experiences and life trajectories. The quality of these relationships—between students and teachers, among peers, with staff members, and with external stakeholders—profoundly influences student success, institutional effectiveness, and the overall university experience.

1. Definition of the Concept of University Relations

University relations refers to the network of interactions, connections, and relationships that exist among and between all members of the university community and its external stakeholders. These

relations encompass formal and informal connections, institutional and personal relationships, and interactions that are pedagogical, social, professional, and developmental in nature.



2. Student-Teacher Relations

Student-teacher relations constitute the pedagogical heart of the university experience. These connections profoundly influence learning outcomes, intellectual development, career preparation, and students' overall university experience.

Student-teacher relations in higher education are complex, multifaceted, and evolving. They differ significantly from teacher-student relationships in several ways:

- Greater Autonomy: University students have more independence and are expected to take greater initiative in the relationship
- Specialized Expertise: Faculty are disciplinary experts, often conducting research at the frontier of knowledge
- Multiple Roles: Faculty serve as instructors, mentors, advisors, evaluators, and sometimes research supervisors
- Voluntary Engagement: Students choose their courses and majors, creating different motivational dynamics
- Developmental Stage: University students are typically young adults, requiring different relational approaches than children

2.1 Three Dimensions of Student-Teacher Relations

Pedagogical Dimension: This dimension encompasses the teaching and learning aspects of the relationship: - Instruction and Course Design;

- Student responsibilities include;

- Assessment and Evaluation;
- Feedback and Dialogue;
- Intellectual Challenge and Support.

Developmental Dimension: Beyond teaching course content, faculty play crucial roles in students' broader development: - Academic Advising;

- Effective advising requires:
 - Mentorship;
 - Quality mentorship relationships are characterized by;
 - Intellectual and Personal Growth

Professional Dimension: This dimension addresses the professional aspects of the relationship: - Professional Boundaries;

- Ethical Conduct;
- Role Modeling;
- Professional Socialization;

2.3 Factors Influencing Student-Teacher Relationship Quality

Several factors affect the quality of student-teacher relations:

Faculty Factors: - Accessibility: Faculty who are available and approachable foster better relationships.

- Responsiveness: Quick, helpful responses to student questions and concerns.
- Expertise: Deep knowledge of subject matter inspires student confidence and respect

- Pedagogical Skill: Effective teaching methods enhance learning and relationship quality;
- Empathy: Understanding and responding to student circumstances and Challenges;
- Fairness: Consistent, equitable treatment of all students;

- Enthusiasm: Passion for subject matter and teaching is contagious.

Student Factors: - Engagement: Active participation in class and office hours;

- Initiative: Seeking help when needed and pursuing opportunities;
- Preparation: Coming to class and meetings prepared;
- Receptivity: Openness to feedback and new ideas;
- Professionalism: Respectful communication and behavior;
- Honesty: Authenticity about struggles, interests, and goals.

Institutional Factors: - Class Size: Smaller classes generally allow for more personalized Relationships;

- Faculty Workload: Overloaded faculty have less time for individual students;
- Institutional Culture: Values and norms around teaching and student interaction;
- Physical Spaces: Design of classrooms, offices, and common Areas;
- Technology: Tools that facilitate or hinder communication;
- Policies and Practices: Rules about office hours, advising, grading, etc.
- Resources: Support for teaching, advising, and mentorship Activities.

Diversity and Cultural Factors:

- Cultural Background: Different cultural norms around authority, communication, and relationships;
- First-Generation Status: Students whose parents didn't attend college may be less familiar with academic culture;
- Identity and Representation: Students may feel more comfortable with faculty who share aspects of their identity;
- Language and Communication: International students or those for whom English is a second language may face additional challenges;

- Socioeconomic Status: Class differences can create discomfort or misunderstanding;
- Disability Status: Students with disabilities may need specific accommodations and support.

2.4 Common Challenges in Student-Teacher Relations

- Power Imbalance
- Communication Gaps
- Conflicting Expectations
- Bias and Stereotyping
- Boundary Violations

2.5 Best Practices for Positive Student-Teacher Relations

- Take Initiative
- Be Prepared and Engaged
- Communicate Professionally
- Be Open to Feedback
- Respect Boundaries
- Advocate for Yourself
- Reasonable class sizes
- Adequate office space
- Recognition and rewards for teaching and mentoring
- Professional development on teaching and advising

3. Student-Student Relations

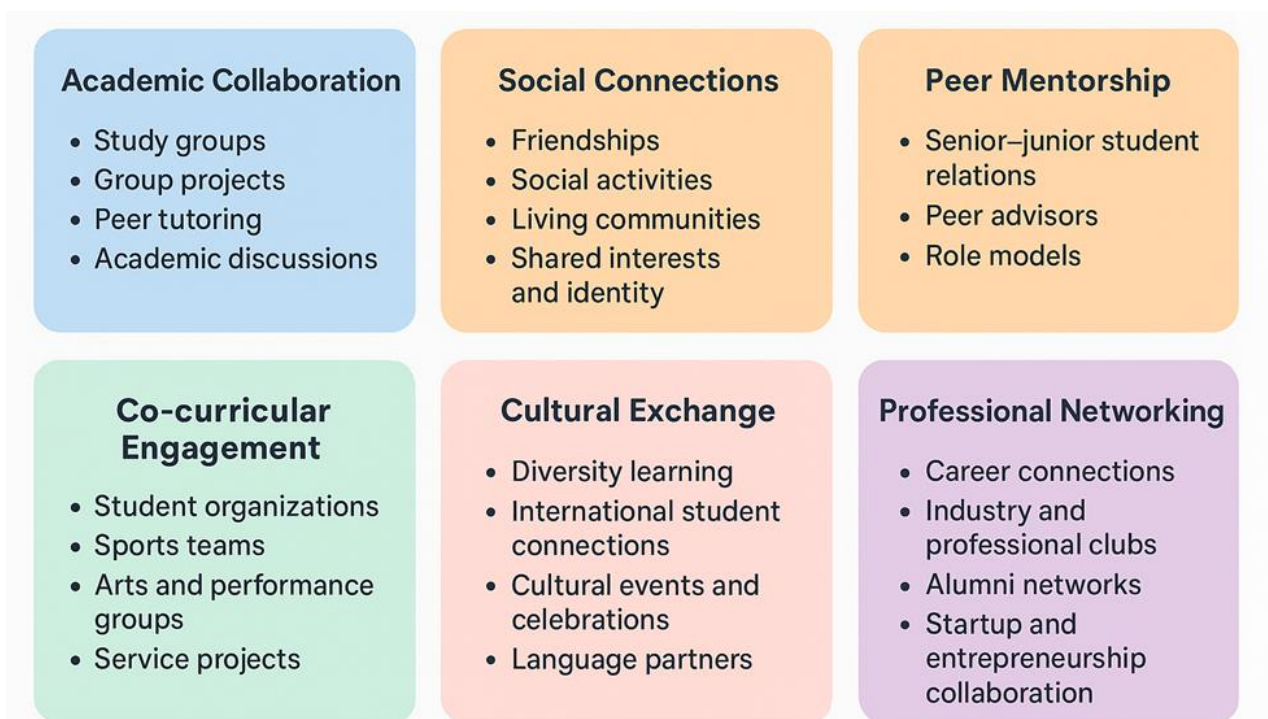
Peer relationships constitute a vital dimension of university life, profoundly shaping students' academic success, personal development, and overall experience. These relations provide social support, facilitate learning, build community, and create networks that often extend throughout life.

3.1 The Significance of Peer Relations

Student-student relations are uniquely important in the university context. During late adolescence and early adulthood, peer relationships become increasingly central to identity formation and social development. Peers face similar challenges, pressures, and experiences, creating natural bonds and mutual understanding. Peers serve as important sources of knowledge, explaining concepts, sharing strategies, and providing different perspectives. Friends provide emotional support, practical help, and a sense of belonging crucial for well-being and persistence. Peer interactions expose students to diverse backgrounds, perspectives, and experiences, fostering intercultural competence and broadening worldviews. University friendships often evolve into professional networks, business partnerships, and lifelong personal relationships.

3.3 Factors Influencing Student-Student Relationship Quality

Student-student relations in higher education comprise a multifaceted set of academic, social, developmental, and professional interactions that collectively shape students' learning experiences and sense of belonging. Academically, peers engage through study groups, group projects, peer tutoring, and informal intellectual discussions, which enhance understanding, motivation, and skill development while also presenting coordination and equity challenges. Socially, friendships, shared activities, residential communities, and identity-based connections provide emotional support, companionship, and opportunities for identity exploration, though they may also generate interpersonal tensions. Peer mentorship, including senior-junior relationships and formal peer advising, facilitates students' academic and social transition by offering guidance, role modeling, and leadership development. Co-curricular engagement through student organizations, sports, arts, and service projects further strengthens peer bonds while fostering transferable skills, civic responsibility, and institutional attachment. Student-student relations also function as key sites of cultural exchange, enabling diversity learning, intercultural competence, and global awareness through interactions among students from varied backgrounds, including domestic-international partnerships. Finally, peer relationships increasingly serve professional purposes by supporting career networking, entrepreneurship, and connections with alumni, thereby extending the impact of peer relations beyond the university into students' future professional trajectories.



3.4 Challenges in Student-Student Relations

3.4 Challenges in Student–Student Relations

Student–student relations in higher education are frequently shaped by a range of social, interpersonal, and contextual challenges that can hinder students’ well-being and academic engagement. Difficulties in social integration may arise from personal characteristics, cultural or linguistic differences, minority or non-traditional status, and limited campus presence, often requiring intentional institutional strategies such as peer mentoring, inclusive programming, and targeted support services. Peer relationships can also exert negative influences, including pressure to engage in risky or academically detrimental behaviors, highlighting the need for education on healthy boundaries, positive peer norms, and accessible counseling resources. Interpersonal conflicts—whether among roommates, friends, or project teams—are common and underscore the importance of communication skills, mediation mechanisms, and clear expectations. Exclusionary dynamics and cliques further challenge students’ sense of belonging, particularly when social hierarchies or identity-based barriers are present, necessitating proactive inclusion efforts and accountability structures. Additionally, online and social media interactions introduce risks such as cyberbullying, social comparison, and miscommunication, making digital literacy, clear conduct policies, and a balanced emphasis on offline relationships essential. Collectively, these challenges

demonstrate that effective student–student relations require sustained institutional attention to inclusion, support, and relationship education.

3.5 Supporting Positive Student-Student Relations

Positive student–student relations are most effectively supported through a shared commitment among institutions, faculty and staff, and students themselves. At the institutional level, intentional community-building strategies—such as orientation programs, first-year experiences, living–learning communities, and cohort-based models—create early and sustained opportunities for peer connection. Universities further enhance peer engagement by offering diverse and accessible student organizations, supporting student leadership, and providing physical spaces designed for interaction and collaboration. Inclusive practices, including diversity education, accessibility, and support for identity-based groups, alongside structured peer support programs such as mentoring, tutoring, and wellness initiatives, play a critical role in fostering belonging and student success. Faculty and staff complement these efforts by designing collaborative learning environments, modeling inclusive behavior, facilitating student interaction, and providing resources and guidance for peer engagement. Ultimately, students themselves bear responsibility for cultivating positive peer relationships by actively engaging in campus life, embracing diversity, communicating constructively, respecting boundaries, and contributing to a supportive and inclusive community culture.

3.6 Benefits of Positive Peer Relations

Research consistently demonstrates that quality peer relationships contribute to:

- Academic Success
- Personal Development
- Well-being and Satisfaction
- Professional Preparation
- Lifelong Impact

4. Student-Staff Relations

While often less visible than student-faculty or peer relationships, student-staff relations are essential to university functioning and student success. Staff members across numerous

5. Student-Member Relations

Dynamic, innovative, friendly, and supportive, student associations offer a wealth of opportunities to enjoy great moments of conviviality, commitment, and campus revitalization. They allow all young people to organize themselves to put their skills and abundant energy into practice! These associations help promote student access to culture, education, leisure, events, humanitarian and social activities, journalism, and sports. They also assist students with all their concerns within the university, such as access to student housing and many other requests.

Associations inspire tremendous involvement. Thanks to determination and team spirit, students will be able to exceed their academic goals. It is a mutually beneficial relationship that allows everyone to open up to one another, promotes diversity, mutual aid, and mutual respect, and unleashes creativity.

- While students are free to join a political party, trade union, or association, the public expression of their opinions, particularly when they express their political, trade union, or religious beliefs, is subject to strict compliance with the obligation of neutrality in their education.
- A charter defining the approval of student associations within institutions will contribute to the development of community life and its influence on campuses.
- Members of the association are then required to comply with the agreement governing the use of the spaces. The president of the student association is responsible for posters and documents distributed.

Chapter VII.

Practices

1. Best Practices for Teachers

1/ - Demonstrate integrity, sincerity, and equity:

- Strive to promote scientific thinking in academic circles and work to foster a spirit of responsibility.
- Reject all forms of material and moral corruption.
- Deepen the foundations of fairness and impartiality on campus.

2/ - Academic freedom:

- There can be no development or creativity without the necessary academic freedom.
- Teach, speak, and publish in accordance with the standards and rules of scientific research.

3/ - Combating scientific plagiarism:

- Patents and publication rights should be generalized, and the source of citations must be precise and clear.

4/ - The sanctity of the university campus:

- The campus must not be used for any political activity.

5/ - Cultivating creativity and innovation:

- The role of the teacher is to develop in students the idea of critical thinking and constructive, independent discussion.
- This allows students to innovate and be creative in their learning methods and to gain self-confidence.

6/ - National identity:

- Adherence to the values and etiquette of society and preservation of national identity, which includes all components of society.

7/ - Encouraging a spirit of communication:

- Strengthening and improving communication between members of the academic community inside and outside the university, as well as with institutions in the wider community, through cooperation and teamwork in the public interest.

8/ - Social responsibility:

- Teachers play an important role in influencing students' personalities. They must therefore have a sense of social responsibility that enables them to participate actively and positively in the advancement of their university and society.

2. Best Practices for Students

1/ - Promoting respect on campus:

- Student commitment to general values and the exclusion of verbal and physical violence.

- Obligation to respect the entire university community Students must be fully committed
- Ensuring the implementation of all the rights and duties of the university community

2/ - Scientific and organizational contribution:

- Encourage students to participate in events and forums.

3/ - Social responsibility:

- Interact and participate in what is happening or taking place in their university environment.

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