



Ministry of high education and Scientific Research

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# ETHICS AND DEONTOLOGY

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## ABSTRACT

This chapter details the core dynamics of the university relations, emphasizing their role in fostering intellectual growth, successful integration, and a supportive academic community.

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## CHAPTER 06 : UNIVERSITY RELATIONS

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The essence of humanity lies intrinsically in its relational character, for we emanate from interactions. Human nature, by its very nature, is never self-sufficient, but rather driven by an aspiration to contribute and a need to receive.

This fundamental characteristic of humanity is also reflected in the academic domain, where complex connections form between professors, students, and administrative staff. These relational triads revolve around the pedagogical relationship, administrative interactions, and socio-cultural exchanges.

The pedagogical relationship, anchored in the rapport between professor and student, is also influenced by the role of non-teaching staff and inter-student dynamics. While socio-cultural exchanges determine student socialization outside the learning framework, it is imperative to recognize that science, knowledge, and talent alone are not sufficient.

### **I- Student-Professor Relationships**

The intellectual development of students does not happen intrinsically; interactions are necessary for learning. The professor plays a crucial role in the student's future, with pedagogical situations contributing to their intellectual maturity, their guidance, and their encouragement to contribute more to the development of their knowledge.

The student-professor relationship requires respect for dignity and difference, for ideas and identities. This notion of respect must transcend the university campus, fostering mutual respect between professors and students. It encompasses welcoming ideas and identities in all their diversity, requiring certain attitudes and behaviors to guarantee a healthy relationship. Students and professors are required to respect class schedules, pedagogical work, break times, as well as all pedagogical meetings.

Discussions on delicate and contentious subjects, such as the situation of the university or the quality of teaching, require respect for ethics, prohibiting any excessive behavior and insulting remarks. The omnipresent use of such vocabulary diminishes the value of respect, calling for a deontological reference in many situations.

To respect the obligation of tolerance, professors and students must recognize and respect the diversity of opinions, origins, religious affiliations, and political opinions, prohibiting all forms of discrimination within the framework of the teaching and research mission.

Listening and communication are crucial in this dynamic, requiring frank and respectful communication between students and professors. Creating a conducive climate, establishing a structured framework for meetings that foster exchange, listening, communication, and tolerance gradually leads to a dialogue marked by mutual trust.

Acceptance and authenticity, affirmed by pedagogues, emphasize the importance of humbly accepting that students learn. Thus, one of the first conditions of pedagogy is to help professors become aware of their true mission in a pedagogical situation.

## **II- Relationships between Students**

These relationships often present organizational challenges due to diverse profiles, experiences, and academic backgrounds, especially with the arrival of new high school graduates. This diversity complicates both socialization and adherence to university norms, marking a rupture for new students suddenly immersed in a more autonomous learning environment.

Student-student relationships can be based on several aspects, the main ones being:

### **II.1-Exchanges between students:**

Weaving a web of interactions to offer a gateway to the university community. This ritual of exchange guides the discovery of the university soul, enveloping students in an aura of comfort. These encounters contribute to integration and lighten the burden of studies, evoking the ancient wisdom: "talking among students helps integration and facilitates their studies".

### **II.2-Group work:**

Group work aims to merge, bring together, unite energies and skills. The intention is to invoke the power of the collective to create academic enchantments, defy challenges, and solve detected enigmas.

### **II.3-Cultivating mutual aid:**

This perspective is seen as a natural approach, characterized by selfless mutual assistance, intended to bring relief to those who aspire to overcome their adversities and solve the problems they face during their studies. This conduct also testifies to a choice imbued with generosity and relief. This altruistic manifestation rests on the fundamental pillars of attentive listening, unconditional support, and constructive exchange. The student, in their versatility of activities, must be capable of meeting their own needs while simultaneously offering their assistance without prejudice towards others. This ability to give and receive in a balanced manner constitutes precisely the essence of a quality relationship, where benevolence and mutual understanding intertwine harmoniously.

### **III- Student-Staff Relationship**

The contacts of students with non-teaching staff in Algerian universities, which encompasses administrative and functional roles in teaching, are subject to the provisions of the general civil service statute and university regulations, guaranteeing university ethics and professional conduct.

Addressing the realities of responsibility and commitment, these attitudes are considered essential for the human personality, indispensable for social life within the university. Responsibility is based on increased practice of rights and duties, requiring integrity and evidence-based actions and decisions, with recognition of the authority and power of each individual exercised responsibly and justly.

Regarding respect and rigor, the relationships between para-pedagogical staff and students must be courteous and respectful. This also extends to inter-professional relationships, serving as a basis for supporting students throughout their university journey.

The university, while respecting the highest standards of integrity, must accomplish its mission with intellectual rigor and openness.

### **IV- Relationship between Students and Association Members**

These student associations, dynamic, innovative, friendly, and supportive, offer a life rich in possibilities for experiencing moments of conviviality, engagement, and campus

dynamism. They promote student access to culture, education, leisure, events, humanitarian and social activities, journalism, and sports.

These associations generate significant involvement, allowing students, through their determination and team spirit, to surpass their academic goals. It is a mutually beneficial connection, fostering diversity, mutual aid, mutual respect, and unleashing creativity.

However, this relationship is subject to strict regulations, where the public expression of political, union, or religious opinions by students must respect the obligation of neutrality in their university path.