Compliance with Ethical and Integrity Standards

For Master's Degree Students

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2025-2026

Contents

Preface

The actions undertaken in ones professional lifewhether in the position currently held or in the role one aspires to obtainare never isolated from a broader framework of norms. Every decision, response, or choice is influenced to varying degrees by explicit regulations, institutional reference documents, or a set of moral and cultural values. These elements shape the professionals conduct, orient their judgment, and ensure a coherent and responsible approach to their duties.

In this context, two fundamental concepts emerge as essential pillars for any profession: ethics and professional deontology. Their relevance extends far beyond theoretical discussion; they constitute practical tools that guide behavior, regulate interactions, and promote accountability. For this reason, they must be fully mastered, deeply understood, and consistently applied throughout the entirety of a professional career.

Although closely related, ethics and deontology refer to distinct dimensions of professional practice.

- Ethics encompasses the principles, moral values, and philosophical foundations that influence ones choices. It encourages reflection on what is right, fair, or beneficial within a given context

- Deontology, by contrast, refers to the formal duties, obligations, and rules defined by a profession. It establishes standards of conduct, clarifies responsibilities, and protects both the professional and the public they serve.

A clear understanding of these notions is indispensable. It allows practitioners to navigate complex situations, reconcile professional demands with moral considerations, and uphold the integrity of their discipline. This course is therefore structured to provide a rigorous and comprehensive exploration of ethics and deontology, both in theory and in practice..

The course is organized into four chapters

- **Chapter One: Ethics and Deontology (Foundations and Distinctions)**
  This chapter examines the historical origins of ethical thought, the evolution of deontological principles, and the conceptual differences and complementarities between the two domains. It provides the theoretical basis necessary for understanding the rest of the course.

- **Chapter Two: The Ethics and Deontology Charter of the MESRS**
  Here, the official charter is analyzed in detail. The chapter highlights its objectives, guiding values, regulatory function, and implications for academic, administrative, and research activities. It emphasizes the role of the charter in promoting transparency, responsibility, and professionalism within higher education institutions.

- **Chapter Three: Ethics and Deontology in the Contemporary Workplace**
  This section explores how ethical and deontological norms operate across various professional settings. It discusses common challengessuch as conflicts of interest, confidentiality, decision-making dilemmas, and professional responsibilityillustrating each through concrete examples and case studies.

- **Chapter Four: Ethics and Deontology in the Engineering Profession**
  The final chapter focuses on engineers ethical obligations, their societal impact, and the specific responsibilities linked to technological innovation, safety, sustainability, and public welfare. It highlights the importance of integrity, scientific rigor, and accountability in engineering practice.

Through this structure, the course aims to equip learners with a solid and operational understanding of ethical and deontological principles, enabling them to develop a responsible, reflective, and exemplary professional identity suited to the demands of their field.

INTRODUCTION

Introduction

Ethics and deontology are not abstract philosophical notions but practical tools that guide individual and collective behavior. In academia and professional life, they ensure fairness, respect, and responsibility. In research, they prevent scientific misconduct and protect public trust. In technological innovation, they help anticipate risks and unintended consequences.

Modern society is increasingly confronted with challenges such as:

- The ethical use of artificial intelligence,

- Data privacy and digital surveillance,

- Genetic engineering and bioethics,

- Intellectual property disputes,

- Climate responsibility,

- Academic integrity violations,

- Corruption and governance failures.

These challenges require both ethical literacy and deontological structure, enabling individuals to make responsible choices in complex situations.

CHAPTER 1

Notions of ethics and deontology

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Notions of ethics and deontology

1.1 Introduction

Four terms frequently appear in discussions concerning human behavior and professional conduct: ethics, morality, deontology, and law. Among these concepts, the distinction between ethics and morality is often ambiguous, to the point that one might wonder whether a single term would have been sufficient. Both morality and ethics relate to the domain of values, norms, and moral principles that guide human actions. But are they true synonyms? Do they carry different meanings?

Various schools of thought have attempted to answer these questions. For some philosophers, the terms morality and ethics express the same idea; their difference is essentially linguistic. Morality derives from the Latin mores, while ethics originates from the Greek êthos; both referring to customs, habits, or ways of living. According to this perspective, the two words describe the same field of reflection: the study of what is considered good, just, or acceptable within a society.

However, other thinkers argue that ethics and morality, although related, do not occupy exactly the same conceptual space. They propose more nuanced distinctions, differentiating between the normative dimension of morality (rules of conduct) and the reflective dimension of ethics (critical examination of values). These debates show that understanding ethics and morality requires a careful, contextual analysis,

especially when these notions are applied to professional environments.

1.2 Definitions

1.2.1 Morality

Etymologically, the term morality comes from the Latin mores (plural of mos), meaning customs, ways of behaving, conduct, or habitual modes of life.

Morality refers to a set of values and guiding principles that enable individuals and societies to distinguish good from evil, justice from injustice, and what is acceptable from what is not. It represents the body of norms to which one is expected to adhere. As is often said, morality demands giving each person what is rightfully theirs.

Throughout history and across cultures, individuals and communities have developed diverse interpretations of these principles. These differing conceptions are known collectively as moralities.

In a broader sense, Morality is the discipline that studies good and evil. It is a theoretical framework concerning human conduct, grounded in the notion of duty and oriented toward what is considered good.

1.2.2 Ethics

The word ethics originates from the Greek ethikê, meaning the study of what relates to social or moral behavior, later evolving to signify the art of guiding conduct. The word ethics originates from the Greek ethikê, meaning the study of what relates to social or moral behavior, later evolving to signify the art of guiding conduct.

According to the Robert Dictionary, ethics is defined as the set of values and moral rules specific to a community, culture, or social group. The Larousse Dictio-

nary defines ethics as a set of rules of conduct and that which concerns the principles of morality.

Within the context of this course, ethics refers to the discipline that examines moral principles and to the set of internalized values that shape a persons behavior toward others and toward the environment. Ethics guides action by encouraging individuals to adopt the most appropriate solution to a given problem, based on learned and accepted values, while considering the context in which the issue arises.

Ethics is therefore a reflective process, not a scientific discipline.

It is:

- a method of reflection applied to a particular problem in order to determine the best course of action;

- a contextualized process, not a uniform or universal one;

- a process grounded in values, not merely in external moral rules;

- a personal approach rooted in internalized values rather than values simply taught, which differentiates it from moral education.

Thus, ethics is not a fixed set of predefined rules or principles. It is a reasoned reflection aimed at determining the right way to act. Ethics invites us to question the values and moral principles that should guide our decisions in different situations, with the aim of acting in accordance with them.

Ethical reflection can operate on multiple levelsfrom foundational philosophical inquiry to practical decision-makingresulting in various fields of applied ethics.

A code of ethics typically outlines what is considered acceptable conduct and appropriate behavior within a profession or organization. These values are presented as a set of guiding principles that define the standards expected from members in the performance of their duties.

1.2.3   Professional Ethics

Professional ethics refers to the set of moral values and principles that allow one to assess whether a professional actor failure to actis acceptable within the context of ones duties. Its purpose is to prevent behaviors that may harm the profession, the institution, or individuals.

Examples of unacceptable professional behavior include:

- abuse of power,

- unauthorized disclosure of confidential information,

- harassment,

- conflicts of interest,

- fraudulent practices, etc.

Professional ethics therefore contributes to preserving the dignity of a profession, maintaining trust, and ensuring responsible and exemplary conduct in the workplace.

1.2.3.1   Fundamental Principles of Professional Ethics

Professional ethics is grounded in several core principles that guide behavior, decision-making, and relationships within a professional environment. These principles ensure responsible conduct, promote trust, and safeguard the integrity of the profession.

1. General Principles

    - **Respect for integrity:**
      Acting honestly, demonstrating moral consistency, and avoiding any form of deception, fraud, or manipulation.

- **Professionalism:**

  Performing ones duties with competence, diligence, reliability, and respect for established standards.

- **Respect for diversity:**

  Recognizing, valuing, and protecting differences among individualscultural, social, intellectual, or personalwhile ensuring equal treatment for all.

- **Alignment with shared values:**

  Integrating oneself into the professional group by adopting and promoting the values, norms, and ethical expectations collectively established within the institution.

2. Principles Related to the Profession

- **Empathy:**

  Understanding and considering the needs, feelings, and experiences of others when making decisions or interacting in the workplace.

- **Awareness (Conscience):**

  Being mindful of ones responsibilities, the consequences of ones actions, and the ethical implications of professional decisions.

- **Relevance:**

  Ensuring that actions, interventions, and decisions are suitable, justified, and aligned with professional standards and contextual needs.

- **Transparency:**

  Communicating clearly, sharing relevant information, and avoiding ambiguity or concealment in ones professional practice.

- **Commitment to the common good:**

  Prioritizing the welfare of the community, the profession, and society as a whole, beyond personal interests.

3. Principles Related to the Workplace

   Ethical behavior in the workplace operates at three complementary levels:

   - **Toward oneself:**

     Maintaining personal discipline, integrity, self-respect, and continuous professional development.

   - **Toward others:**

     Interacting respectfully and fairly with colleagues, clients, partners, and the public; avoiding harm, discrimination, or misconduct.

   - **Toward the organization:**

     Contributing to the institutions mission, respecting its rules, protecting its reputation, and using its resources responsibly.

1.2.3.2   Breaches of Professional Ethics

Failure to uphold professional ethics can manifest in various forms of inappropriate, harmful, or unlawful behavior. Such misconduct undermines trust, damages the work environment, and compromises the integrity of the profession. Common breaches include:

1. **Harassment (psychological or discriminatory):**

   Any repeated or hostile behavior intended to intimidate, belittle, isolate, or offend an individual. This includes discrimination based on gender, ethnicity, religion, disability, or any personal characteristic protected by law.

2. **Abuse of power:**

   Using ones authority or position to obtain undue advantages, exert pressure, manipulate others, or impose decisions in an unfair or coercive manner.

3. **Indiscretion:**

   Disclosing confidential or sensitive information without authorization, violating privacy, or failing to safeguard data entrusted to the professional.

4. **Lack of solidarity:**

   Failing to support colleagues, refusing collaboration, undermining team cohesion, or intentionally creating conflict or division within the workplace.

5. **Misuse of employers time or property:**

   Using work hours, equipment, materials, or resources for personal purposes or in ways that are not aligned with the organizations objectives.

6. **Corruption:**

   Accepting, offering, or soliciting gifts, payments, or favors in exchange for preferential treatment, advantages, or decisions that compromise fairness and integrity.

1.2.4   Deontology

The term deontology originates from the Greek deontos, meaning duty. It refers to a set of rules, obligations, and prescribed duties. Although it is related to ethics and morality, it is rarely used as a synonym. More commonly, deontology emphasizes concrete obligations and prescriptive norms, whereas ethics focuses on reflection, critical reasoning, and moral questioning.

The term is generally used in two distinct contexts:

1. **Philosophical context:**

   Deontology designates a moral theory centered on duty and obligationsuch as the work of Immanuel Kantstanding in contrast to ethical approaches focused on happiness, values, or utilitarian benefit.

2. **Professional context (most common):**

   Deontology refers to the rules, duties, and standards specific to a profession or an organization. In this sense, we speak of professional deontology, medical deontology, business deontology, etc.

Within this professional perspective, the expression code of deontology refers to a formal set of rules established by an organization or corporation to regulate the interactions among its members and to protect and enhance its public image. Although deontological norms include an ethical dimension, they differ from personal ethics. Deontology is based on values and rules that are collectively defined, widely shared, and usually approved by a professional authority. In this respect, it is closer to law than to individual ethical reflection.

The Code of Deontology

The obligations shared by members of a professional group reflect fundamental values and guiding principles considered essential by that profession. These obligations are often compiled into a code of deontology, sometimes referred to as professional morality.

Although deontological codes exist in many professional fields, not all workers are formally governed by such frameworks.

Generally established by professional bodies or regulatory authorities, deontological codes serve two primary functions:

- protecting the public, by ensuring that professionals respect standards of competence, safety, and integrity;

- preserving the reputation of the profession, by preventing misconduct that could undermine public trust.

Any violation of a deontological code threatens both of these essential values.

1.2.5 Concept of a Professional Order

The term Order (Ordre) can have multiple meanings depending on the field religious, civil, social, or professional.

A Professional Order is an official body responsible for overseeing the ethical and deontological standards of a given profession. Examples include the Order of Physicians, Order of Pharmacists, Order of Lawyers, and Order of Architects.

Fundamental Characteristics of a Professional Order

A professional Order is defined by the following key elements:

- **Delegation of public authority to a private legal entity:**

  The state entrusts the Order with the power to regulate and supervise a profession.

- **Issuing administrative acts:**

  The Order can produce binding decisions, regulations, and official instructions governing the practice of the profession.

- **Registration on the professional roll (tableau):**

  Members must be registered to legally practice and use the professional title.

- **Disciplinary authority:**

  The Order has the power to investigate misconduct, impose sanctions, and ensure compliance with ethical and deontological rules.

- **Commitment to the public interest:**

  The existence of an Order is justified only if its mission protects or serves the public good.

- **Mandatory membership:**

  Professionals must be affiliated with the Order if they wish to hold and use the protected professional title.

A professional Order therefore functions both as a regulatory authority and as a guardian of the integrity and credibility of the profession.

1.3 Distinguishing Ethics, Morality, and Deontology

1.3.1 Ethics vs. Morality

The terms morality and ethics both relate to the realm of values and moral principles. Are they synonyms? Do they carry distinct meanings? Different schools of thought answer this question differently.

For some scholars, morality and ethics refer to the same idea: the former comes from the Latin mores and the latter from the Greek êthos, both meaning customs or ways of living.

For others, the two terms represent different concepts and should not be used interchangeably.

Morality refers to a set of values and principles that help distinguish right from wrong, justice from injustice, and the acceptable from the unacceptable, and to which individuals are expected to conform. Examples include:

– Reporting the harassment I witnessed is consistent with moral principles.

– Morality demands giving each person what rightfully belongs to them.

Ethics, on the other hand, is not a specific set of values or rules. Rather, it is a structured reflection process aimed at determining the most appropriate action in a given situation. Ethics encourages individuals to examine the moral principles that should guide their actions with the goal of acting rightly.

Where morality establishes general principles, ethics is developed as a professional competency; a personal capacity to act virtuously and make sound decisions in context. Ethics allows for interpretation, discussion, debate, and even paradoxes. Morality, by contrast, does not account for situational constraints and tends to impose uniform standards on everyone.

In everyday life, individuals often face ethical or moral dilemmas, such as:

– My friend and colleague frequently takes small items from the office supply room. Should I report her?

– Should I give money to this homeless person or not?

These dilemmas prompt questions such as:

– What is the right thing to do?

– Which action helps me avoid causing harm?

Not all questions are moral or ethicalsome are merely practical, such as choosing the quickest bus route or deciding what to order at a restaurant. A problem becomes ethical or moral when it involves values, fundamental ideals, or obligations.

In dilemmas, individuals evaluate competing values such as justice, loyalty, generosity, or personal responsibility. These values may express themselves as moral principlesfor example, Do not do to others what you would not want done to you.

In summary:

* Morality defines what is forbidden, prescribed, or permitted.

* Ethics concerns the individuals intention, interpretation, and reasoning in applying or questioning moral rules.

1.3.2 Ethics vs. Deontology

Although both ethics and deontology guide human behavior, they approach this task in fundamentally different ways.

[A.] BCDE G.].].] F .].] .] m **Nature of the Framework**

– **Deontology**, of a legal or regulatory nature, consists of rules, obligations, and formal directives that govern the behavior of members of a profession. These rules apply uniformly to all members in similar situations, and an authority is responsible for enforcing them and sanctioning violations.

– **Ethics**, more reflective and analytical, encourages examining the specific context of each situationits conditions, constraints, stakeholders, and resourcesin order to determine the most appropriate course of action, which may include choosing not to act.

[m **Relationship to Values**

Conformity to deontology does not require professionals to reflect on the values behind the rules or even to agree with them; they simply need to follow the prescribed directives.

Ethics, on the contrary, requires the professional to understand and reflect on the values that motivate their actions and to choose their conduct based on this reasoning. [m **Source of Obligation**

Actions based on personal values often align with legal and deontological rules, but they stem from individual judgment rather than external authority. Ethical reasoning relies on autonomy, responsibility, and critical thinking.

For example, an engineer may refuse to sign an approval out of personal conviction, without any external constraint. Deontology may lead to the same decision if the professional code prohibits such behavior.

In many cases, people follow rules simply because they originate from an authority, because they fear sanctions, or out of habit. [m **Definition of the Appropriate Action**

Deontological rules are generally precise about what a professional must or must not do in common situations. When a clear rule applies, the conduct to follow is predetermined. Difficulties arise when several rules apply simultaneously and conflict with one another.

Ethics does not prescribe a predetermined action; instead, it offers a reflective method to guide decision-making, especially when faced with value conflicts or when an action permitted by the rules still seems questionable from the standpoint of professional ideals. [m **Openness to Multiple Perspectives**

Deontology recognizes the professionals obligations toward the public, clients, and the profession. While it acknowledges these different perspectives, each rule tends to prioritize only one viewpoint in order to maintain clarity.

Ethical reflection, however, welcomes the perspectives of any individual or group whose values or interests may be affected by the decision. It helps resolve conflicts between obligations to clients and obligations to society, or between professional values and other legitimate considerations. [m **Responsibility for Consequences**

From a deontological viewpoint, what matters is compliance with the rule. The consequences of the action are not specifically evaluated.

From an ethical viewpoint, the professional remains responsible for the consequences of their actions, even when following the rules. Ethical reasoning requires minimizing negative impacts and justifying decisions to all concerned parties.

For example, when refusing to sign an improper document, a professional can simply state that the rules forbid it. Ethics demands more: the professional should personally assume the refusal, justify it in terms of values, acknowledge its impact, and propose alternatives when possible. [m **Conclusion: Complementarity of Ethics and Deontology**

Ethics and deontology are complementary frameworks:

- Ethics provides guiding principles and reflective methods.

- Deontology gives these principles concrete form through rules and enforceable obligations.

In practice, compliance with ethical standards is often ensured through deontological norms.

1.3.3 Professionalism vs. Ethics vs. Deontology

In this context, professionalism refers to the ability of an employee or public agent to align their behaviour with the principles and rules established in the deontological framework, with the goal of ensuring performance, excellence, and the smooth functioning of an organization or service.

Professionalism cannot be separated from ethical conduct. Their close relationship implies that employees must continually strive to apply ethical principles in their daily professional practice. They are also expected to actively prevent and correct behaviours that deviate from deontological requirements.

In practice, to be professional means:

- **Respecting clients, users, and employees**, regardless of their status, background, or expectations.

- **Respecting colleagues and working collaboratively**, ensuring actions are aligned with common objectives.

- **Weighing ones words and decisions carefully**, while being willing to question oneself and adjust when needed.

- **Maintaining active listening**, understanding concerns, needs, and viewpoints before acting.

- **Meeting deadlines and commitments**, demonstrating reliability and discipline.

- **Respecting procedures and knowing how to apply them correctly**, ensuring consistency, fairness, and accountability.

- **Communicating effectively and uniting teams**, creating a cooperative and constructive work environment.

– **Demonstrating expertise while remaining open minded**, combining technical competence with adaptability and continuous learning.

– **Respecting the skills and responsibilities of others**, recognizing the contribution of each member of the organization.

Overall, professionalism represents the practical expression of both ethical reasoning and deontological obligations. It transforms values and rules into concrete behaviour that supports trust, accountability, and excellence in service delivery.

CHAPTER 2

Charter of Ethics and Deontology of the MESRS

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Charter of Ethics and Deontology of the Ministry of Higher Education and Scientific Research (MESRS)

2.1 Core Principles of the University Charter of Ethics and Deontology

2.1.1 Integrity and Honesty

The commitment to integrity and honesty is rooted in the absolute rejection of corruption in all its forms.

This commitment must first be embraced at the individual level before being extended to others. Ethical and deontological development within the university environment should be reflected in exemplary conduct, where transparency, sincerity, and moral consistency guide both personal and collective actions.

2.1.2 Academic Freedom

University activitiesteaching, learning, and researchcannot exist without academic freedom, which serves as their essential foundation. Academic freedom guarantees

the right to express critical or innovative opinions without fear of censorship, pressure, or retaliation. This freedom must be exercised responsibly, with respect for others, adherence to scientific rigor, and full awareness of ones professional duties.

2.1.3 Responsibility and Competence

Responsibility and competence are closely interconnected and mutually reinforcing concepts. They thrive in a context where the university is governed according to democratic, transparent, and ethical principles.

Such governance ensures a balanced approach, combining administrative efficiency with active participation from all members of the academic community. The decision-making process should involve all relevant stakeholders. However, matters of scientific content and academic judgment remain the exclusive responsibility of faculty members and researchers.

2.1.4 Mutual Respect

Respect for others stems from self-respect. All members of the academic community must refrain from any form of symbolic, verbal, or physical violence. Every individualregardless of their position or statusmust be treated with fairness, dignity, and consideration.

Likewise, each member has the responsibility to foster respectful behaviour toward colleagues, students, administrators, and partners.

2.1.5 Commitment to Scientific Truth, Objectivity, and Critical Inquiry

The pursuit of knowledge and the critical examination of scientific findings are fundamental duties of the University.

This commitment is grounded in the search for scientific truth and the cultivation of a critical mindset. Upholding scientific truth requires competence, rigorous analysis of facts, experimentation, evaluation of different perspectives, careful verification of sources, and strong intellectual discipline.

Academic research must always be guided by integrity and respect for the highest standards of scholarly excellence.

2.1.6 Equity

Objectivity and impartiality are essential principles governing all processes related to evaluation, promotion, recruitment, and appointment.

Decisions must be based solely on merit, competence, and transparent criteria, ensuring fairness and equal opportunity for all members of the academic community.

2.2 Rights and Obligations

2.2.1 Rights and Obligations of Students

Students must be provided with all the necessary conditions to develop harmoniously within higher education institutions. Their rights carry meaning only when accompanied by corresponding responsibilities, expressed through clear duties.

2.2.1.1 Student Rights

- Students have the right to high quality teaching and research training. This includes access to competent academic supervision that employs modern, effective, and pedagogically appropriate methods. They also have the right to be treated with dignity and respect by all members of the university community.

- Students must not be subjected to any form of discrimination based on gender or any personal characteristic.

- Students have the right to freedom of expression and opinion, provided they respect the rules governing university institutions.

- Students must receive the course syllabus at the beginning of the academic year.

- Course materials textbooks, references, handouts, and other pedagogical resourcesmust be made available to them.

- Students have the right to fair, objective, and impartial assessment.

- Grades must be communicated within reasonable deadlines set by the pedagogical committees, and should be accompanied by the marking scheme, correction guidelines, and, when necessary, access to examine their scripts.

- Students may file an appeal if they believe an examination has been unfairly evaluated.

- Graduate students are entitled to high-quality supervision as well as adequate support measures for their research.

- Students have the right to safe, hygienic, and healthy environments, both within the university and in student residences.

- Students must have access to institutional information, particularly the internal regulations of their institution. They must also have access to libraries, IT resource centers, and all necessary material facilities that support high-quality learning.

- Students elect their representatives to pedagogical committees freely, without pressure or interference.

– Students may establish scientific, cultural, artistic, and sports associations, in accordance with national legislation. These associations must not intervene in the administrative management of university institutions beyond the limits defined by regulation.

2.2.1.2 Student Obligations

– Students must comply with all applicable regulations.

– They must respect the dignity and integrity of all members of the university community.

– They must respect the rights of others to express their opinions freely.

– Students must accept the decisions of deliberation committees.

– They are required to provide accurate information during registration and to meet all administrative obligations toward their institution.

– Students must demonstrate civility and proper conduct at all times.

– Fraud, cheating, and plagiarism are strictly prohibited under all circumstances.

– Students must take care of university facilities and equipment, and must follow safety and hygiene rules throughout the institution.

Students are fully informed of any violations attributed to them. Sanctions are defined by existing regulations and the institutions internal rules. Matters of student misconduct fall under the authority of the disciplinary council, and sanctions may extend up to permanent expulsion.

2.2.2 Rights and Obligations of Academic Staff

University instructors and researchers play a central role in educating the nations future professionals and contributing to the socio-economic development of the coun-

try through research. The State must ensure that they have the necessary conditions to fulfill these missions, including job security through the public higher education system.

2.2.2.1   Rights of the Teacher-Researcher

– Higher education institutions must guarantee access to academic positions based exclusively on university qualifications and relevant experience. They must also ensure that academic staff are free to teach without interference, as long as they comply with ethical and deontological principles.

– All matters relating to the design and administration of teaching programs, research activities, extracurricular initiatives, and resource allocation must rely on transparent mechanisms, in accordance with existing regulations.

– When academic staff are appointed to administrative responsibilities, they must carry them out with professionalism, respect, and efficiency.

– The evaluation of academic staff is an integral part of the teaching and research process. Assessments must focus solely on academic criteria related to teaching, research, and other professional activities linked to the university.

– Academic staff must benefit from appropriate working conditions and access to the pedagogical and scientific resources required to fully dedicate themselves to their duties. They must also be granted sufficient time to pursue continuing education and periodic updating of their knowledge.

– Compensation must reflect the crucial importance of their roleboth in training the countrys intellectual and professional elite and in assuming multiple responsibilities from the beginning of their careers.

2.2.2.2 Obligations of the Teacher-Researcher

The teacher-researcher must serve as a reference in terms of competence, morality, integrity, and tolerance. He or she must project an image that reflects the dignity and credibility of the university.

Like all members of the academic community, the teacher-researcher is responsible for upholding the ethical and deontological principles previously defined. In carrying out academic duties, the teacher-researcher must act with care, diligence, competence, integrity, independence, loyalty, and good faith, always prioritizing the interests of the university institution.

In the event of professional misconduct, the teacher-researcher may be brought before the competent disciplinary bodies. Depending on the seriousness of the infraction, and in accordance with the procedures established by current regulations, sanctions may be imposed, potentially leading up to dismissal from the academic profession.

The primary responsibility of the teacher-researcher is to fulfill, with full commitment, the core functions of teaching and research. To this end, he or she must:

- Strive to meet the highest possible professional standards.

- Ensure strict confidentiality of deliberations and discussions within any academic bodies in which they participate.

- Demonstrate professional conscience and a strong sense of duty when performing assigned tasks.

- Contribute to strengthening the evaluation mechanisms of pedagogical and scientific activities at all levels.

- Uphold the principles of transparency and the right to appeal.

- Avoid any misuse of authority derived from academic status.

- Refrain from using their position to pursue purely personal interests or compromising the institutions integrity.

- Manage responsibly and honestly all funds entrusted to them, whether for teaching, research, or any other academic activity.

- Maintain independence of thought and action as a university scholar.

- Demonstrate availability and presence within the institution to fulfill academic responsibilities.

- Act as an education professional by keeping abreast of pedagogical and scientific innovations, continually updating knowledge and methods, engaging in self-evaluation, and exercising critical thinking and autonomy.

- Conduct teaching and research in accordance with universal ethical and professional standards, avoiding any form of propaganda or indoctrination.

- Provide instruction that is as effective as possible within the means provided by the institution, while ensuring fairness, justice, and equal treatment for all students.

- Encourage open exchange of ideas and remain accessible to students for guidance and support.

- Avoid all forms of discrimination based on gender, nationality, ethnicity, social status, religion, political opinions, disability, or illness.

- Clearly present the learning objectives of the courses taught, and respect fundamental pedagogical requirements (periodicity, duration, grading systems, exam review procedures, and student consultation before final validation of grades).

- Assess student performance as objectively and impartially as possible.

- Direct expertise and consulting activities toward work that enriches teaching, advances research, and enhances academic reputation.

- Base all research activities on genuine scholarly inquiry, respecting the principles of evidence, scientific rigor, and impartial reasoning.

- Respect the intellectual work of other academics and of students, and properly credit all authors. Plagiarism constitutes a major and unacceptable offense that may lead to exclusion.

- Contribute to safeguarding the academic freedom of all members of the university community.

- Accept fair and constructive confrontation of differing viewpoints.

- Demonstrate fairness and impartiality in the professional and academic evaluation of colleagues.

2.2.3   Rights and Obligations of Administrative and Technical Staff

Teachers-researchers and students are not the only actors of the university. They work closely with administrative and technical staff who, like them, possess rights and responsibilities essential to the functioning of higher education institutions.

2.2.3.1   Rights of Administrative and Technical Staff

Administrative and technical staff must be treated with respect, consideration, and fairness, just like all other members of the university community.

During recruitment examinations, performance evaluations, appointments, or promotions, staff have the right to objective and impartial treatment.

They must not be subjected to harassment or discrimination at any stage of their professional development.

Administrative and technical staff must also benefit from adequate working conditions that enable them to perform their duties effectively. They are entitled to

continuous training and opportunities for improving and upgrading their professional skills.

2.2.3.2 Obligations of Administrative and Technical Staff

1. **Competence**

   Administrative and technical staff must perform their duties with professionalism. They are responsible for their decisions, actions, and for the appropriate use of resources and information entrusted to them.

2. **Impartiality**

   They must demonstrate neutrality and objectivity, making decisions in accordance with established rules while ensuring equitable treatment for all. Their duties must be carried out without partisanship and with the avoidance of all forms of discrimination.

3. **Integrity**

   Staff must act in a fair and honest manner. They must avoid situations in which they might become indebted to anyone who could improperly influence their professional judgment.

4. **Respect**

   Staff must demonstrate courtesy, active listening, and discretion in all professional interactions.

5. **Confidentiality**

   Administrative, technical, pedagogical, and scientific records are fully subject to confidentiality obligations and must be handled accordingly.

6. **Transparency**

   Administrative and technical staff must perform their duties in a manner that ensures:

   - proper circulation of information within the university community,

- verification of professional best practices,

- and traceability of all administrative actions.

7. **Performance**

   In practical terms, treating teachers and students with respect requires maintaining polite and courteous behavior in all interactions.

   The duty of diligence means processing assigned files quickly and efficiently, especially those directly concerning teachers and students.

   Staff are also required to provide all information that teachers or students are entitled to receive.

Reflection on Respect

The concept of respect can carry different meanings. Some people use the word to mean:

- Respect me as a person

while others use it to mean:

- Respect me because I am the authority.

Respect is not a weakness; it is a sign of proper education and moral refinement.

Every individual is different and unique, yet all are equal in dignity. Thus:

- **- Respecting others is the first step to being respected.**
  - Respect is not one-sided.

CHAPTER 3

Ethics and professional conduct in the workplace

Chapter 3

Ethics and professional conduct in the workplace

3.1 Legal Confidentiality in the Corporate Environment

3.1.1 Legislative Obligations

Confidentiality rules are codified in national legislation and apply to all directors, committee members and corporate officers.

These obligations include:

- The duty to safeguard confidential information;

- A prohibition on using confidential data for personal benefit or advantage;

- A specific obligation to protect information related to members operations;

- A limited number of exceptions in which disclosure is legally permitted.

3.1.2 Sound Corporate Practices

Sound business and financial governance requires absolute discretion regarding all operations of the organization and its clients, except in circumstances explicitly per-

mitted by relevant laws or internal regulations. In addition to legislative provisions, several internal documents provide guidance on the proper handling of confidential information.

3.1.3 Confidentiality Agreements

Before assuming any role that provides access to clients files, directors, committee members and staff must sign a confidentiality agreement. This written commitment formalizes their duty to maintain strict secrecy over all sensitive matters.

3.1.4 Protection of Records

Organizations must implement administrative and physical controls to protect records from unauthorized access, disclosure, damage or destruction. These measures must be proportional to the sensitivity of the information and must at minimum:

- Ensure that files are kept out of public view;

- Monitor storage areas during working hours to prevent unauthorized access.

3.1.5 Employee Conduct

The general manager must ensure that all staff members understand their confidentiality obligations. Employees must:

- Protect personal and sensitive information;

- Verify the accuracy, relevance and completeness of the information they handle;

- Avoid any unauthorized disclosure, verbal or written.

3.1.6 Breaches of Confidentiality

The following behaviors constitute breaches of confidentiality and must be strictly avoided:

- Providing, selling or lending client lists to unauthorized persons;

- Carelessly discussing client operations or internal affairs with outsiders;

- Holding confidential meetings in public spaces (restaurants, elevators, etc.);

- Mailing confidential information to a business address without ensuring direct delivery;

- Allowing confidential files to be viewed by unauthorized individuals (e.g., reading them in public or leaving them unattended);

- Assigning administrative tasks involving confidential data to volunteers without prior training.

3.1.7 Exceptions to Confidentiality Rules

Individuals legally entitled to access confidential information are explicitly listed in the organizations code of ethics.

3.2 Loyalty to the Employer

The law defines the duty of loyalty as the employees obligation to safeguard the employers legitimate interests. Loyalty is primarily a negative obligation, meaning the employee must refrain from any action that could harm the employer economically or reputationally.

3.2.1 Components of the Duty of Loyalty

3.2.1.1 General Obligation of Loyalty

A worker violates this duty when engaging in:

- Illegal or immoral conduct toward the employer;

- Activities intended to disturb the companys internal order;

- Behaviors that damage the companys reputation;

- Diverting clients or suppliers for personal gain;

- Using company facilities for private purposes without authorization.

3.2.1.2 Careful Use of Work Tools

Employees must use equipment, machines, technical installations and vehicles responsibly and carefully.

3.2.1.3 Trade and Business Secrets

During employment, an employee may not disclose or exploit confidential business information. Confidential data includes any non-public information that is of strategic or economic value to the employer. The obligation to maintain confidentiality continues even after the employment contract ends, insofar as necessary to protect the employers legitimate interests.

3.2.1.4 Clandestine or Competitive Work

During the employment period, employees may not perform paid work for third parties if it competes with the employer. They are also prohibited from engaging in personal or unpaid competitive activities.

3.2.1.5 Duty to Report and Return

Employees must:

Immediately return to the employer any items, payments or documents received from third parties as part of their contractual duties;

Report all relevant information obtained while carrying out their tasks.

3.2.1.6 Sanctions

Violations of loyalty obligations may result in:

- Termination (immediate dismissal only in cases of severe misconduct);

- Civil liability if the employee acted negligently or intentionally;

- A court order requiring the employee to fulfill their obligations.

3.3 Responsibility Within the Company

Professional responsibility within an organization includes several categories of duties:

1. *General Work Obligations:*
   These include performing ones work personally, carrying out reasonable overtime when necessary, and adhering to instructions and directives.

2. *Duties of Diligence and Loyalty:*
   This category includes the obligation to work carefully, safeguard the employers interests, and provide regular reporting and restitution.

3. *Individual Contractual Obligations:*
   These obligations vary but may include reporting secondary activities, assign-

ing inventions or discoveries to the employer, or engaging in continuous professional development.

3.4 Conflicts of Interest

A conflict of interest arises when an individuals personal interests interfere, or appear to interfere, with the interests of the organization. A conflict may exist when:

- Personal or financial interests compromise an employees objectivity;

- An employee or family member receives an unauthorized personal benefit due to the employees position.

Employees must never accept unapproved benefits, including loans or guarantees.

Corporate policies must define conflict-of-interest rules in alignment with applicable legislation, including mechanisms to prevent, detect and address violations.

3.5 Integrity: Corruption in the Workplace

Corruption is a global issue affecting both developing and developed countries.

Its prevalence has prompted extensive academic and legal attention, especially in environments where corruption has deeply infiltrated economic and administrative systems.

3.5.1 Workplace Corruption

Corruption involves a criminal act whereby a person solicits, accepts or receives a gift, payment, promise or advantage in exchange for performing, delaying or omitting an act related to their professional duties.

Two parties are involved:

- The corrupter (active corruption);

- The corrupted (passive corruption).

Penalties are more severe when the corrupted party holds public functions.

3.5.2 Forms of Corruption

Corruption manifests in several forms:

- Active corruption: Offering or promising illegal advantages to influence another persons actions;

- Passive corruption: Accepting or requesting illegal benefits in exchange for abusing ones position.

Common types include:

- Bribery and kickbacks (including facilitation payments and gifts);

- Conflicts of interest;

- Fraud and illicit deductions;

- Illegal brokerage of information;

- Organized crime involvement;

- Money laundering.

3.5.3 Consequences of Corruption

The mere existence of a corrupt agreement constitutes an offense. Key consequences include:

- *Reputational risks:* Damage to corporate image, shareholder trust and market valuation;

- *Economic risks:* Financial losses when corruption fails to yield expected returns;

- *Financial risks:* Direct costs, including bribes, fines and lost opportunities;

- *Human risks:* Criminal liability, job loss and damage to personal reputation;

- *Societal risks:* Social unrest, loss of trust and internal organizational crises;

- *Environmental risks:* Corrupt permits or concealment of environmental hazards;

- *Legal risks:* Criminal penalties for both individuals and organizations.

Anti-Corruption Measures and Sanction

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3.5.3.1 Penalties

Criminal codes impose severe penalties on both the corrupter and the corrupted, including imprisonment, fines and professional disqualification.

3.5.3.2 Enforcement Measures

Effective anti-corruption systems rely on:

- **Managerial engagement:** Leaders must uphold and enforce ethical standards across all operational levels;

- **Judicial reform:** Sanctions must be applied impartially; judicial independence is essential;

- **Electoral reform:** Free and fair elections require transparency in campaign financing and equitable voting procedures, reinforcing democratic accountability.

CHAPTER **4**

Ethics and Professional Conduct of the Engineer

Chapter 4

Ethics and Professional Conduct of the Engineer

4.1   Who is the Engineer?

An engineer is a professional whose scientific and technical knowledge qualifies them to carry out functions related to the conception, planning, management, direction, and supervision of technical projects. Through their expertise, the engineer contributes to technological, economic, and social progress. Their actions are grounded in a commitment to **sustainable development**, with full awareness that every technical achievement impacts the environment, society, and future generations.

4.1.1   The Engineer and Their Competencies

An engineer is far more than a technical executor or a simple calculator. The profession demands a broad range of competencies that are scientific, technical, managerial, interpersonal, and ethical.

1. **Core Competencies**

   - Proficiency in oral and written communication;

- Knowledge of foreign languages;

- Management and leadership skills;

- Ability to work in teams;

- Civic engagement;

- Ethical and professional conduct.

2. **Transversal Competencies**

   An engineer distinguishes themselves through the ability to:

   - progress throughout their career and assume leadership responsibilities;

   - act as a source of innovation and a driver of progress;

   - adopt an objective, rational, and methodical approach;

   - justify and clearly explain the basis of their decisions;

   - continuously update their technical and scientific knowledge;

   - collaborate with openness across disciplines;

   - acknowledge mistakes, analyze their causes, and learn from them.

4.1.2   The Engineer and Their Profession

In professional practice, the engineer:

- applies their competencies while being fully aware of their limits;

- respects the culture, values, and rules of their organization and those of partners and clients;

- refrains from any action that contradicts their professional conscience;

- addresses any incompatibilities or conflicts with integrity;

- respects the opinions and approaches of colleagues and partners;

- acts with loyalty, fairness, and without discrimination toward collaborators;

- supports the development of competencies and professional growth within their team.

4.1.3 The Engineer and Their Missions

The missions entrusted to engineers involve responsibility, complexity, and decision-making under constraints. In carrying them out, the engineer:

- aims for optimal performance while integrating human, economic, financial, social, and environmental dimensions;

- respects all requirements relating to safety, health, and environmental protection;

- considers the legitimate interests of all stakeholders and anticipates risks;

- maintains a rigorous approach to analysis, methodology, decision making, and solution selection;

- takes appropriate initiatives when faced with unforeseen situations and informs the relevant parties;

- embraces their role as a responsible citizen, positioned at the interface between science, technology, and society;

- evaluates the ethical implications of their actions and operates according to values centered on human well-being rather than solely on profit or efficiency.

This approach is not a moral lecture but a collective reflection intended to:

- draw the attention of future engineers to the ethical dimension of their profession;

- foster competencies such as critical analysis, communication, argumentation, reflexivity, and teamwork;

- instill values of openness, respect, fairness, and civic responsibility.

4.2   The Engineers Professional Code of Conduct

Because the nature of engineering work is often complex and difficult for clients or the public to evaluate, the profession entails a position of trust and therefore a potential risk of misuse of authority.

A code of professional conduct serves to:

- outline the duties and obligations of engineers toward the public, clients, and the profession;

- establish a system of oversight and peer accountability;

- regulate the issuing of licenses to practice;

- uphold the ethical values of the profession;

- provide mechanisms for sanctions in case of violations.

4.2.1   Duties and Obligations Toward the Public

An engineer must:

- meet their obligations toward human life, considering the impact of their work on the environment, safety, health, and property;

- support initiatives aimed at improving the quality and accessibility of engineering services, including continuous professional development;

- report hazardous or unsafe engineering work to the relevant authorities;

- express professional opinions only when they are based on sufficient knowledge and honest convictions, clearly distinguishing facts from personal views;

- contribute to education and public awareness in their field;

- declare, prevent, and manage any conflict of interest.

4.2.2 Duties and Obligations Toward the Client

In dealing with clients, the engineer must:

- assess their own competencies and available resources before accepting any assignment;

- seek the assistance of experts if necessary for the clients interest, with prior authorization;

- refrain from practicing under conditions that may compromise the quality of their services;

- respect the clients right to consult another engineer and cooperate accordingly;

- maintain integrity (avoiding improper payments, commissions, or undue advantages);

- ensure availability, diligence, and professionalism;

- preserve independence and impartiality in their judgments;

- uphold professional secrecy and confidentiality;

- ensure accessibility of relevant documents to the client;

- determine fees transparently and fairly.

Conclusion

The study conducted from Section I to Section IV has highlighted the central role of ethics and professional conduct in the functioning, governance, and mission of the university community. The university is not merely an institution of knowledge transmission; it is a space where values, responsibilities, and behaviors converge to shape citizens, researchers, and professionals capable of contributing to societal progress.

Section I established the conceptual foundations of ethics, deontology, and professional responsibility, demonstrating that these notions are indispensable to ensuring trust, integrity, and fairness within any academic or scientific environment. Ethics provides the principles that guide behavior, while deontology translates these principles into obligations that regulate professional practice.

Section II examined the rights and duties of the three main actors of the university: students, teacher-researchers, and administrative and technical staff. These groups form an interdependent ecosystem where each actor contributes to the quality of education and research. The respect of procedures, the quest for excellence, intellectual honesty, confidentiality, impartiality, and commitment to public service emerged as recurring and essential requirements. By clarifying the expectations placed on each actor, this section reaffirms that the universitys credibility and efficiency depend on individual integrity and collective responsibility.

Section III (if applicable in your document) and Section IV extended the ethical reflection to the professional world, particularly to the engineering profession. Engineers occupy positions of trust, where decisions have significant consequences on people, infrastructure, the economy, and the environment. Their responsibility goes beyond technical expertise: it encompasses transparency, independence, rigorous judgment, risk anticipation, social responsibility, and a constant effort to update their knowledge. Ethics and deontology thus protect both society and the profession itself by preventing abuses of power, conflicts of interest, and unsafe practices.

Taken as a whole, this work shows that ethical behavior is not a theoretical requirement but a practical necessity. Whether in the university or in engineering practice, ethics ensures credibility, strengthens public trust, and supports sustainable development. The values of integrity, respect, transparency, and responsibility must therefore guide every actornot only as professional obligations but as personal commitments that shape character and culture.

In a world marked by technological acceleration, global challenges, and growing societal expectations, the ethical dimension of academic and professional practice becomes more crucial than ever. The university and the engineering profession share a common mission: to form competent, responsible, and ethical individuals capable of shaping a better future. This mission can only be fulfilled if ethics and deontology remain at the heart of decisions, behaviors, and institutional policies.

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Appendices

Appendices

A Key Definitions

– *Ethics:*

A set of moral principles and values guiding individual and collective behavior, enabling responsible judgment and action.

– *Deontology:*

A system of professional obligations that formalizes the duties, rights, and standards expected within a given profession.

– *Professionalism:*

The combination of competence, responsibility, integrity, and respect that governs the execution of professional tasks.

– *Academic Freedom:*

The right of teacher-researchers and students to express, investigate, and discuss ideas without external coercion or censorship.

– *Conflict of Interest:*

A situation in which a persons private interests could improperly influence the execution of their professional responsibilities.

B   Core Ethical Principles in Higher Education

1. **Integrity and Honesty**

   Commitment to truthful, transparent, and responsible academic conduct.

2. **Respect and Equity**

   Equal treatment of all actors without discrimination based on gender, origin, beliefs, or personal characteristics.

3. **Responsibility and Accountability**

   Acceptance of the consequences of ones decisions and actions within the academic community.

4. **Scientific Rigor**

   Commitment to objectivity, evidence-based reasoning, and respect for intellectual property.

5. **Confidentiality**

   Protection of sensitive information related to students, colleagues, and institutional processes.

C   Roles and Obligations of University Actors

Teacher-Researchers

- Guarantee the quality of teaching and research.

- Uphold academic integrity and intellectual honesty.

- Promote an environment of open, equitable, and respectful knowledge exchange.

- Avoid conflicts of interest and misuse of institutional resources.

Students

- Engage actively in learning while respecting rules and academic standards.

- Uphold honesty in assessments, research work, and interactions.

- Respect faculty, staff, and peers.

Administrative and Technical Staff

- Ensure fair and efficient support for academic and research activities.

- Maintain confidentiality, neutrality, and transparency in professional tasks.

- Offer courteous and diligent service to students and academic personnel.

D   Ethical and Deontological Principles in Engineering

1. **Public Safety and Welfare**

   Protect human life, property, and the environment in all engineering decisions.

2. **Competence and Lifelong Learning**

   Maintain up-to-date technical knowledge and recognize the limits of ones expertise.

3. **Objectivity and Independence**

   Base decisions solely on evidence, professional judgment, and ethical principles.

4. **Integrity and Transparency**

   Avoid corruption, undue influence, and conflicts of interest.

5. **Social and Environmental Responsibility**

   Consider the long-term impact of engineering projects on society and the planet.

E Examples of Ethical Dilemmas

- **Use of confidential institutional information** for personal or professional gain.

- **Pressures to manipulate research results** to satisfy sponsors or stakeholders.

- **Discriminatory practices** in recruitment, evaluation, or promotion.

- **Accepting gifts or commissions** that may compromise impartiality.

- **Engineering design decisions** that prioritize cost savings over safety.

F   Recommended References and Standards

ISO 26000: Guidance on Social Responsibility

IEEE Code of Ethics

ACM Code of Ethics and Professional Conduct

European Charter for Researchers

National and institutional charters on academic ethics and deontology