

The Algerian University and the Ethics Approach: A Relationship of Integration or Divergence!

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Abstract:

This study aims to shed light on the unethical practices prevalent in Algerian universities, which have been experienced by students, faculty, and other members of academic staff across various departments, faculties, and institutes of higher education. These practices, whether stemming from those influencing or those affected, hinder the achievement of quality outcomes in higher education and tarnish the university's reputation as an educational institution. Following the dominance of neoliberal ideologies and their intertwined concepts with diverse global economic systems, the university has shifted to being perceived as an "economic entity." Consequently, the value of the university has transformed from a "social and ethical perspective" to a "material and commodified perspective," foreshadowing the inevitable demise of higher education's objectives.

Keywords: *University; Ethics Approach; Neoliberalism; Algerian University.*

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I. INTRODUCTION

Undoubtedly, universities in general and Algerian universities in particular, share a fundamental objective: striving to achieve a strategic goal rooted in the exploration and investigation of various fields of knowledge. This pursuit aims to generate new knowledge that, in one way or another, contributes to the development of their societies and provides optimal solutions to the challenges faced by their members. Such efforts align with achieving the dimensions of sustainable development, maximizing the value of research outputs, and attaining the highest desired levels of quality.

Scientific research opens horizons for development, innovation, and human creativity, which had been previously constrained and directed within frameworks that did not serve knowledge and science. Recently, governments worldwide have sought to stimulate this critical axis as a fundamental driver for discovering new knowledge that advances societies and informs public policies. This effort aims to foster better decision-making grounded in robust scientific evidence.

Study Problem:

The university stands as the preeminent scientific institution for advancing research, functioning as a premier educational entity committed to cultivating innovative minds and overseeing research projects with tangible, practical applications. These endeavors aim to elevate the nation's status and enhance the capabilities of its individuals. Recently, Algerian governments have made efforts to prioritize universities as a hub for scientific research by allocating substantial research budgets. These investments are intended to boost the entrepreneurial spirit among students and faculty, thereby fostering innovation and creativity in conducting serious scientific research. Such efforts could culminate in the production of "scientific articles, academic books, conference materials, national symposiums, and the emergence of new academic disciplines."

However, the intertwined and overlapping concepts of Neoliberalism with global economic systems, which dominate the world, have created a form of conflict with the traditional objectives of universities. This shift has introduced modern goals that are often incompatible with the ethical approach to scientific research. Instead, the focus has sharply shifted to the economic dimension, gradually transforming the university from an educational institution into an economic entity, as reflected in initiatives such as Decision 1275 on startup institutions.

On the one hand, this transformation emphasizes cost management at the expense of competence management, which contradicts the essence and expected outcomes of scientific research. The focus, ideally, should remain on efficiency and effectiveness in performance rather than profitability—an objective more aligned with commercial organizations than educational institutions.

Through this article, we aim to shed light on the various dimensions of this issue, which can be encapsulated in the following primary question:

What are the manifestations of the ethics approach in Algerian universities amidst the dynamics of Neoliberalism?

To provide an accurate response to this primary question, the following sub-questions have been formulated:

- What is the definition of a university, and what does its modern role entail?
- What is the current state of ethical practices in Algerian universities?
- What are the prerequisites for establishing a relationship between ethics and the university?

Study Objectives

This study aims to highlight several key points, including:

- Providing a classical definition of the university and identifying its objectives.
- Defining the modern roles of universities in the context of globalization.
- Clarifying the content of the ethics charter in Algerian universities.

- Examining the reality of unethical practices in Algerian universities (among students, professors, department heads, deans, etc.) to devise strategies for avoiding them in the future.

Study Significance:

The importance of this study arises from the pivotal role played by modern concepts introduced through globalization and neoliberal ideologies, which have influenced various aspects of life, including universities. These changes have led to the erosion of ethical principles in the practice of rights and duties within Algerian educational institutions. More critically, universities are shifting toward an economic model driven by mechanisms that prioritize cost reduction over competence and quality. This study serves as an alarm bell, signaling the academic and social threats facing universities in their current context.

II. Methods and Materials:

This study falls within the scope of descriptive and analytical research, as it focuses on describing the reality of unethical practices within the university environment. It also seeks to delineate the theoretical and practical dimensions of the issues arising from globalization and neoliberal concepts in relation to universities. This involves defining the nature and objectives of the university within the spectrum of traditional and modern practices, as well as exploring the essence of the ethics charter in Algerian universities. Subsequently, the study analyzes the diverse manifestations of rights and duties in universities within the context of the ethics approach.

1. The Nature of Universities in the Globalization of Their Roles:

Undeniably, universities have historically played a central role in supplying society with highly qualified professionals, a role that persists to this day. Despite the importance of discoveries that have transformed human life from its primitive state to modernity and subsequently post-modernity, the university has maintained its core function. This continuity remains significant even as the world becomes a "global village," economies open up under globalization, and a "technical human" emerges in the era of the information and internet revolution. The university continues to serve as a key driver of societal progress by fostering scientific research and expanding its horizons and scope.

1.1 The Concept of the University:

The university is an open system, like other prevailing administrative systems, but it is unique in nature. It operates as a complex entity composed of interconnected subsystems that interact to achieve specific objectives (Habtoor, 1997, pp. 18-19). From one perspective, the university is an educational institution that students join after completing secondary school. In terms of the hierarchy of educational institutions, the university is the highest known institution within the framework of higher education.

The university serves as an objective framework for planning and preparing qualified human resources required by society in its developmental journey. It represents a systematic and organized effort to build societies governed by rational dialogue among their members, regardless of differences in their modes of thinking. Simultaneously, it seeks to identify optimal solutions through well-structured curricula and fundamental and applied research. These efforts aim to address societal challenges—be they economic, administrative, social, or political—that may hinder the progress and development of the community (Ben Saud, 1997, p. 117).

On the other hand, attempting to define the concept of the university in the modern era can be divided into two main perspectives (Goetze, 2019, pp. 63-64):

- Theoretical Perspective: This views the university as an institution dedicated purely to the pursuit of knowledge, with its primary function being the advancement of learning.
- Practical Perspective: This considers the university from an economic standpoint,

emphasizing its foundational purpose of economic utility. In this view, the university's value lies in its roles such as preparing students for the workforce, producing innovative technologies, fostering entrepreneurial projects, and generating scientific discoveries that benefit both government and industry.

Thus, the concept of the university has evolved from traditional notions to incorporate modern features, reflecting a qualitative shift in its roles and objectives. These modern concepts can be summarized as follows:

Table (1): Changing Features of Higher Education

Traditional features	New conceptions
Higher education, public good	Industry, corporate, private good
Higher education services	Commodities
Students	Consumers/customers
Educators	Service providers
Cooperation/aid for capacity building	Competitive alliance
Quality improvements	Revenue generation
Academic partnership and soft diplomacy	Strategic partnerships for national economic competitiveness.
Diversity of perspectives	Shared prestige and global ranking

Source: (Alemu, 2018, p. 216).

1.1.1 University Objectives:

The objectives of universities stem from the broader goals of higher education, which can be summarized as follows (Zerkout & Bessa, 2021):

- Providing educational opportunities for students in a high-standard learning environment to facilitate their growth and adaptability.
- Developing and enhancing knowledge, individual capabilities, and societal progress while ensuring equity in access to university education for all students who have completed their secondary studies.
- Supporting and promoting processes of artistic and intellectual creativity, as well as playing a positive role in scientific research. This research contributes to global advancement in literature, sciences, inventions, and finding practical solutions suited to the evolving demands of life and technological trends.

Among these, the final objective stands out as the most prominent, given the avenues it opens for innovation, creativity, and other fields tied to the outcomes of scientific research.

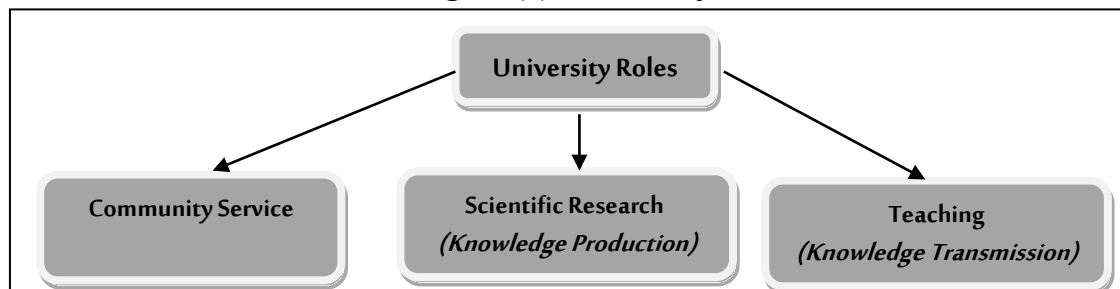
1.1.2 University Roles:

The roles of the university can be distinguished between its traditional (classical) and modern functions, as outlined below:

1.1.3 Classical Roles of the University:

The core, traditional roles of the university (classical roles) can be summarized into three main points, illustrated in Figure 01, as follows:

Figure (1): University Roles



Source: Prepared by the researcher based on (Kihal, 2024).

The figure above illustrates that the university has three primary roles, which can be explained as follows:

A. Teaching (Knowledge Transmission):

The university is fundamentally responsible for transmitting knowledge and essential skills to students through educational and academic programs designed by the ministry. In parallel, this role includes preparing students to become productive individuals who contribute to the development of society.

B. Scientific Research (Knowledge Production):

The establishment of universities and their mission of producing scientific research aim to generate new knowledge through advanced studies and research conducted by students, researchers, and permanent faculty members (from the most junior to the most senior academic staff). Scientific research serves as the primary driver of innovation, technological, and technical development, which can elevate nations if the outcomes of this research are implemented and supported by other ministries. Consequently, it provides solutions to various societal challenges.

C. Community Service (Sharing Knowledge Outcomes):

The foundation of civilizations begins with universities' commitment to sharing the outcomes of their knowledge with other societal sectors, thereby participating in the formulation of policies and decisions.

These three interconnected roles—teaching, scientific research, and community service—constitute the foundational pillars of universities' missions and activities, reflecting the integration between individual development, knowledge production, and societal service.

1.1.4 Modern Roles of the University:

The emergence of neoliberalism has introduced new roles for universities, shifting from knowledge transmission to the production of material goods in their commodified sense. This shift has been reinforced by the adoption of the LMD system (License, Master, Doctorate) on one hand, and Decision 1275, which mandates graduation through a startup project, on the other. The major features of these roles can be outlined as follows:

A. Globalization under the LMD System:

- Adapting Algeria's higher education system to global standards, thereby positioning Algerian universities as cultural and scientific hubs on regional and international levels.
- Enhancing the reception and supervision conditions for students while facilitating their mobility across Algerian and international universities.
- Fulfilling developmental and formative functions through initiatives that ensure all higher education programs and services focus on cultivating personal and scientific competencies. These competencies are characterized by precision, integrity, objectivity, and organization, serving as positive attitudes and fundamental drivers of developmental behavior within society (Ben Saada & Ben Saada, 2017, p. 331).

B. The University as an Agent of Economic Development:

This role emerged following the establishment of the Higher Education Sustainability Initiative (HESI) in 2012, a partnership initiative introduced by the United Nations Department of Economic and Social Affairs, UNESCO, the United Nations Environment Program, and other UN organizations. The initiative positioned higher education institutions as key drivers of sustainability and served as a global call for higher education to play a more active and prominent role in sustainable development.

It is worth noting that higher education has been significantly influenced by market economy forces, which have created new expectations and presented multifaceted and complex challenges. These dynamics have subjected higher education institutions to intense pressures to adapt to new environments and emerging conditions. For instance, universities and other higher education institutions are now expected not only to generate and disseminate knowledge and scholarship but also to actively contribute to economic prosperity and sustainable development. Increasingly, greater emphasis is being placed on good governance, accompanied by a growing demand for accountability and transparency (Sellami, Arar, & Sawalhi, 2023, p. 03)

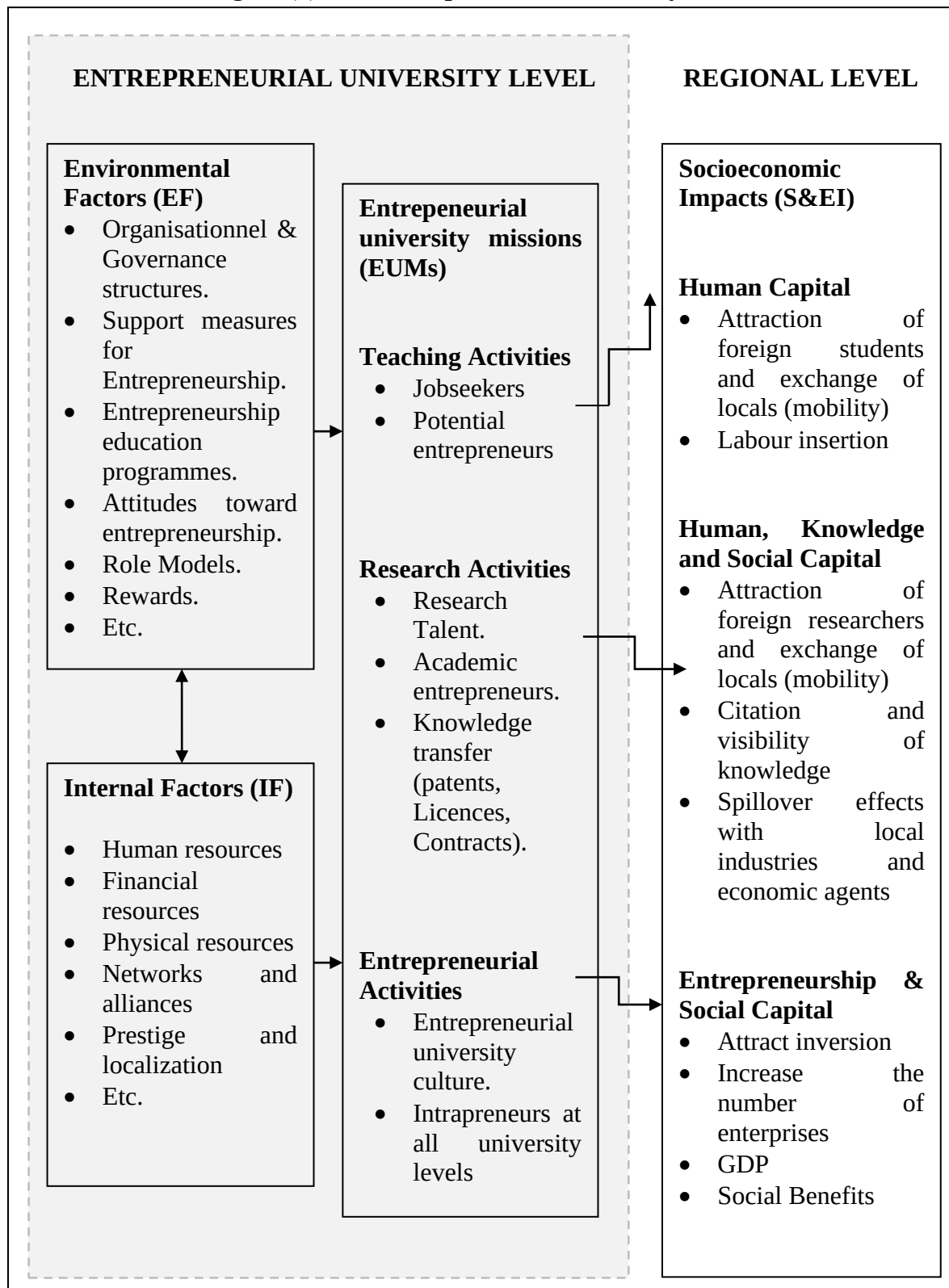
C. The University and Entrepreneurship

The shift of the university's role from an educational institution to a hub for entrepreneurship necessitates the adoption of a multi-contextual framework to evaluate institutional change at various levels of analysis. This framework can be explained as follows (Foss & Gibson, 2015, p. 06):

- The Organizational Pillar: This pillar relates to mandatory specifications, including laws, governance, and monitoring systems. Derived from economics, it reflects the rational model of behavior, encompassing rules, sanctions, and compliance. In other words, "to what extent do national or regional rules and regulations encourage or hinder entrepreneurship?"
- The Normative Pillar: This involves values, expectations, and norms, including roles, workgroups, customs, and standards. Since university cultures and their surrounding contexts can either encourage or discourage entrepreneurial spirit, this pillar is crucial for understanding the motivation behind behavioral and institutional change toward embracing or resisting entrepreneurship.
- The Cultural-Cognitive Pillar: This pillar includes predispositions and symbolic values as models of individual behavior concerning the acceptance or rejection of entrepreneurship within universities and their contexts. For example, "Do professors from certain academic disciplines, professions, or faculties tend to support the shift toward entrepreneurship or not?"

These pillars require an institutional approach at both the entrepreneurial university level and the regional level, as illustrated in the following framework:

Figure (2): The Entrepreneurial University Framework



Source: (Fayolle & Redford, 2014, p. 165).

When discussing the application of this approach in Algeria, it is essential to highlight that the concept of the university has evolved from being a source of job-ready graduates to producing students who create jobs. This shift aligns with Ministerial Decision 1275, which introduces the notion of graduating with a Startup Certificate or Patent Certificate and

includes the accompanying support for startups. This transition has undergone three main phases:

Table (2): The Role of the University in Introducing the Concept of Economic Support for Startups

Stage	Stage Features	Role of the University
Unofficial Incubation Stage	Focused on promoting and disseminating scientific research to increase the knowledge base after World War II. This stage was characterized by the absence of knowledge commercialization and profit generation.	Purely academic role
Establishment of University Incubators Stage	The competitive conflicts in the market and challenges faced by small and medium-sized enterprises in positioning themselves during the 1980s led decision-makers to rely on universities as a source of innovation. This required providing scientific solutions that would later transform into practical applications, thus initiating the concept of university business incubators (Algeria adopted this model late, around 2010).	Economic support role
Transition to Establishing University Spin-Offs Stage	The university played a pivotal role in advancing incubators and technology parks while seeking opportunities to generate revenue through the commercial use of patents and intellectual property, aiming to participate in the equity capital of hosted companies.	Entrepreneurial support role

Source: Prepared by the researcher with reference to (Makhledi & Belkoun, 2024, p. 28).

The establishment of these modern roles neglected the cognitive preparation required for these decisions, resulting in a significant disruption in the application of ethical approaches. Consequently, university professors find themselves caught between the necessity of adhering to the Code of Ethics for university faculty members and the scientifically justified ethical violations. These violations often come at the expense of academic competence and the quality of research outputs, ultimately hindering the achievement of the entrepreneurial university's objectives (with deep-rooted and long-term institutional corruption as an outcome).

2. University Ethics Charter:

The global consensus on the role of the "university institution," its functions, and its missions has established three core and enduring functions: "teaching, research, and community service." The UNESCO Universal Declaration, issued on October 9, 1998, and ratified in 2009, elaborated on these missions in detail, emphasizing the necessity to:

- Subject all activities to the requirements of ethics, rigor, and scientific and intellectual integrity;
- Possess the ability to address ethical, cultural, and social issues with full independence and responsibility, while exercising the intellectual authority required by society to assist it in thinking, understanding, and taking action;
- Enjoy academic freedom and institutional autonomy, without restrictions, along with a set of rights and duties, based on the premise that universities are accountable and responsible to society (Ministry of Higher Education and Scientific Research, 2023).

According to the introduction of the University Code of Conduct and Ethics issued in August 2023 by the Ministry of Higher Education and Scientific Research of Algeria, after establishing the core roles of the university, a set of constraints was defined, centered

explicitly on the approach to ethics and academic freedom. The ethical foundations were outlined as follows:

- **Academic Freedom:** Defined as a component of general human freedoms, it ensures that every member of the academic community has the right to "research, inquire, think, express opinions, and engage in dialogue freely, without censorship or restrictions, and without any interference in their pursuit of uncovering and disseminating truths." This freedom must be exercised without fear or anxiety (Touhami, 2017, p. 254).
- **Respect for University Integrity:** This entails the commitment of all members of the university community to abstain from practices that violate the principles, freedoms, and rights of the university. Additionally, it requires refraining from engaging in partisan political activities within the university space.
- **Commitment to Scientific Truth, Objectivity, and Critical Thinking:** This involves constructive inquiry aimed at obtaining logical answers that objectively uncover the truth, avoiding ridicule or mockery of others' opinions. It emphasizes adopting a framework of constructive and reference-based critical thinking.
- **Responsibility and Competence:** Ensuring that the right person is placed in the right position to enable the democratic management of university facilities, thereby serving research and education while safeguarding the dignity of the teaching staff, from employment to retirement.
- **Integrity and Honesty:** This encompasses integrity and honesty in scientific research, as well as related aspects, including supervision and mentoring processes, assignment of teaching responsibilities, recruitment conditions, interview evaluations, salaries, performance, and lesson preparation.
- **Mutual Respect:** Respecting all members of the university community, from the lowest to the highest levels of the hierarchy (students, staff, faculty, department heads, deans, and university administrators).
- **Digital Ethics:** This involves providing a suitable digital environment for members of the university community while ensuring the respect of related rights (intellectual property rights, digital privacy, combating bias, and digital harassment, etc.).

The commitment to ethics within higher education institutions yields several benefits, as outlined by (Khalf Al-Zarkoosh, 2016, pp. 192-193)

- Ethical adherence contributes to improving the college and university community by reducing unfair practices and ensuring equal opportunities for all staff members;
- Commitment to workplace ethics enhances job satisfaction and fosters teamwork among faculty members, their assistants, and administrative staffs, as tasks and responsibilities are distributed fairly and income is linked to effort;
- Efficient management of workplace ethics boosts faculty members' and staff's confidence in their roles, reducing anxiety, stress, and pressure, and fostering greater stability and psychological comfort;
- Ethical commitment within colleges and universities aligns with legal compliance and adherence to the law, improving the work environment and supporting the achievement of the institution's mission;
- Upholding professional ethics and conduct supports key initiatives such as human development programs, total quality management, and strategic planning, contributing to institutional development and the fulfillment of the college's mission;
- The existence of an ethical charter that the college or university adheres to serves as a guide for faculty members, assistants, staff, and students in their interactions, ensuring fairness and credibility.

3. Discussion on the Reality of Implementing the University Ethics Charter in Algeria:

Despite the clear, explicit, and binding provisions outlined in the University Ethics Charter, the reality reflects that these guidelines have largely remained theoretical, failing to materialize in practice. Based on observations made through scientific methods and insights gained from direct statements by members of the academic community on social networking platforms and television channels, it has become evident that unethical practices are widespread and go unaccounted for. More concerning is the fact that these practices are often scientifically justified or obscured under the guise of liberal ideologies, which are integrated with economic systems prioritizing commercial profit over academic productivity and intellectual attainment. Among the most notable unethical manifestations are the following:

3.1 Organization of Scientific Events:

The organization of scientific events at Algerian universities has been plagued by several violations, including:

- **Limiting contributions to merely submitting titles** for interventions to inflate the apparent number of submissions;
- **Participants not presenting their contributions during conference days**, merely obtaining certificates, particularly when the conference chairperson is closely associated with the participants;
- **Members of the scientific and organizing committees of conferences (whether national or international)** exceeding three pages, covering various disciplines, which undermine the scientific identity of the conference.
- **Lack of Peer Review for Submitted Contributions:** Contributions are not subjected to proper peer review, resulting in a decline in research quality compared to scientific articles that undergo strict and lengthy evaluation processes.
- **Presenting Contributions Derived from Outdated Theses:** Many contributions are excerpts from master's theses or doctoral dissertations completed many years ago.
- **Exploiting Students' Work:** Results from students' projects supervised by a particular professor are transformed into contributions presented solely under the professor's name, without acknowledging the students' involvement, which violates academic integrity.
- **Delayed Announcement of Conference Guidelines:** The conference's terms of reference are often announced long after being approved by the university council or the faculty's scientific council, leaving insufficient time for participants to properly prepare their contributions (typically at least one month).
- **Unjustified Rejection of Proposals by Young Faculty Members:** Topics, proposals, and initiatives from newly employed or younger faculty members are frequently rejected without justification, creating delays in their career advancement and suppressing their ambitions.

3.2 Allocation of Teaching Modules to Permanent and Temporary Faculty

In the principles of effective management and good governance, the notion that "the right person should hold the right position" is widely accepted. Unfortunately, in practice, universities have become cultural arenas for role-swapping, where competent individuals are marginalized if they lack influence or strong arguments, while less suitable individuals are favored if they hold positions of power or possess persuasive rhetoric. These disparities are evident in the following practices:

- **Assigning teaching modules to temporary faculty members outside their areas of specialization.** This is often justified by claims that another temporary lecturer prefers to avoid practical modules due to being preoccupied with other academic responsibilities, such as meeting promotion criteria or preparing short-term training files. As a result, they opt for theoretical modules that only require students to present research, thus requiring minimal effort from the instructor in terms of preparation and research. **For example**, a lecturer specializing in monetary economics may be

assigned a marketing research module because they are an LMD doctoral student focused on completing their dissertation. Conversely, a temporary lecturer with a PhD in marketing may be assigned a module in econometrics due to their availability. This mismanagement directly impacts students, compromising the quality of course content, preparation, and instruction, which in turn affects the overall quality of higher education outcomes.

- **Cost Reduction at the Expense of Information Quality:** University management has increasingly shifted towards a budget-driven approach, prioritizing cost reduction over the competence and quality of teaching staff. For instance, the disparity between an LMD doctoral student and a PhD graduate under the same system illustrates this issue. The former has yet to complete their academic training, unlike the latter, who has undergone extensive training, defended their dissertation, and received constructive feedback from a specialized scientific committee, refining their methodological skills. Logically, the PhD graduate should be more qualified, experienced, and better equipped to take on the responsibility of educating future generations. **However**, from a financial perspective—of particular interest to department heads and deans—the distinction becomes apparent in terms of hourly wages. A doctoral student is paid 250 DZD per hour, while a PhD graduate is paid 750 DZD per hour. This means the doctoral student's wage constitutes merely a third of the PhD graduate's. **Consequently**, doctoral students are prioritized for teaching larger numbers of groups, while PhD graduates without permanent positions are often relegated to teaching fewer groups or, in some cases, denied teaching opportunities altogether after their defense. This creates an inverse relationship between competence and compensation, a practice carefully designed at the expense of the quality of education and the future of university students.
- **Regarding the Allocation of Modules to Permanent Faculty Members:** The issue becomes evident due to competition for promotions, often at the expense of a professor's right to teach a specific module for more than two consecutive years. Priority based on academic rank creates a form of implicit, subjective inequality. For instance, a professor who has recently obtained habilitation may seek to take over a module currently assigned to another professor who is only a year away from qualifying for habilitation. In this scenario, prioritizing the former's certification could unjustly delay the latter's advancement.

It is worth noting that such practices are sometimes driven by individuals with ill intentions, hidden within the academic elite, who use these methods not out of genuine interest in the module but out of envy or malice to hinder the other professor's promotion.

3.3. Recruitment Competitions for the Rank of University Professor (Assistant Lecturer B):

In recent years, these competitions have become a historical debacle, discouraging many candidates with strong academic profiles. Highly qualified applicants, boasting robust portfolios including A and B-classified publications, experience in delivering lectures and practical sessions, and participation in national and international conferences on innovative topics, often find themselves overlooked. Instead, preference is given to newly graduated candidates with negligible scientific contributions, who nonetheless score the full mark in recruitment evaluations (4/4).

Meanwhile, highly competent candidates have received shockingly low scores, with some universities granting them as little as 0.16 points. Such cases have been exposed on social media platforms, referencing institutions like the Universities of Blida, El Oued, Tebessa, and others. Alternatively, in some instances, all candidates receive full marks,

effectively nullifying the interview's purpose and rendering the evaluation of candidates' psychological, communicative, and improvisational abilities irrelevant. This negligence undermines the future of scientific research.

Additionally, holders of Magister degrees are often neglected and marginalized in favor of recent graduates from the new LMD system, further exacerbating inequality in recruitment processes.

3.4 Scientific Publishing and the Reality of Collaborative publications:

It has become increasingly apparent that the Algerian researcher today has lost the true essence of the scientific title. Many now prioritize materialistic goals over the ideological purposes of scientific research, focusing on promotions or competing for short-term training opportunities, which have turned into more of a touristic excursion than a beneficial scientific endeavor. Several ethical violations have been recorded, including:

- **Mutual Task Exchange among Colleagues:** Each colleague prepares a separate research paper, and both names are included on each paper. This strategy effectively achieves double the output with minimal effort, often involving spouses, supervisors, or individuals with vested interests within the academic community.
- **Scientific Publishing via Personal Connections:** Articles submitted recently are published within weeks after a single phone call to the editor-in-chief, often a relative or close acquaintance of the author. This happens at the expense of articles that were accepted months prior, with publication delays sometimes extending to years. This issue is compounded by the fluctuating classifications of journals, shifting between ranked and unranked, which underscores the need for oversight by a certified scientific committee.
- **Neglect of Plagiarism Detection and Permissible Quotation Standards:** Many repetitive topics and articles with up to 80% direct quotations have been observed, undermining the originality of the author and reducing them from a scientific researcher to a mere amateur journalist.
- **Exploitation of Outstanding Master's Students:** Students excelling in their master's programs but unable to secure admission to doctoral studies are often manipulated. Scenarios are created to exploit their passion for research, with promises that participating in scientific conferences or publishing in ranked journals will enhance their chances of acceptance into doctoral programs. Subsequently, the jointly written paper is published with the professor listed as the primary author instead of the student, which fails to reflect the ethical standards expected of academic elites in Algerian universities.

3.5 Exploitation of Facilities for Profit and Recruitment Based on Personal Preferences

The establishment of roles in entrepreneurship and business incubators, particularly under Decision 1275, has revealed significant ethical and procedural issues. For instance, it has been observed that graduation thesis topics are monopolized, with high-quality proposals rejected if the supervisor is not within the network of officials managing these facilities. Conversely, topics offering no tangible economic value are accepted simply because they were proposed by someone with close connections. This undermines the strategic goals set by the Ministry.

Additionally, the support staff is often inadequately diversified. It is inappropriate, for example, for a topic in computer science to be supervised by a professor or trainer specializing in humanities. Similarly, it is illogical for a chemistry topic to be mentored by an economics professor. Such mismatches result in quantity over quality in the output of emerging enterprises, which are unlikely to gain approval or investment from stakeholders.

Furthermore, attention must be drawn to the stagnation of certain scientific laboratories, which exist only in name and structure without tangible achievements or contributions to advancing scientific research.

3.6 Infringement of the Professor's Personal Space by Students

With the adoption of hybrid education, communication between professors and students increasingly takes place through digital platforms (email, phone, and social media). This shift has eroded the professor's authority in maintaining student discipline within classrooms and, more broadly, on university campuses.

3.7 Quantitative Competition at the Expense of Qualitative Output

In this context, the objective scientific eligibility of researchers has been overshadowed. It has been observed, particularly within the framework of short-term mobility programs for permanent faculty, that there is a focus on quantity over quality. Professors frequently participate in numerous scientific events and address topics outside their areas of specialization—not to advance scientific research or benefit their communities, but rather to secure top rankings in short-term training opportunities. This trend reflects a commercialized approach by role models for students, undermining genuine academic achievement.

4. Requirements for Establishing the Relationship between Ethics and Universities

Based on the points mentioned earlier, it can be said that ethics and Algerian universities have recently become parallel lines that never intersect. This calls for a reevaluation of the university system and a restructuring of ethical charters, with strict enforcement and clear penalties for violations. The activation of accountability clauses, including tangible sanctions, and the reinforcement of periodic monitoring are essential to address these issues.

The widespread ethical violations within the academic environment of Algerian universities have had a detrimental impact on two key stakeholders in the educational system:

- **University Students:** They have become victims of a focus on quantity over quality in education.
- **University Professors:** They are trapped between the constraints of unethical routines and the inability to exercise academic freedom, which is crucial for intellectual integrity. Professors are denied the right to critique, reject implicit transgressions, and oppose blatant violations of their legally protected rights.

To reestablish the relationship between ethics and the university, a set of proposals has been developed to address the gaps and fractures caused by existing practices in the Algerian academic environment. These include:

4.1 Internalizing the Values of University Professors

This involves fostering humility and seriousness among professors. Humility elevates the individual, while seriousness should be evident in teaching methods, the preparation and writing of research papers, and discussions with colleagues at conferences—whether within or beyond the university. Professors should embody the commitment to the ethics of higher academic qualifications. Additionally, continuous scientific research is essential to enrich a scholar's capabilities, promoting self-reliance in a creative and innovative manner.

4.2 Establishing Ethical Professional Development Programs

This can be achieved by:

- Designing training programs for faculty and administrative staff on ethical practices;
- Offering awards and incentives for outstanding ethical initiatives and practices.

4.3 Enhancing Ethical Accountability through Self-Evaluation

- Mandating each academic department to conduct regular self-evaluations of ethical practices and policies;
- Establishing a digital platform to facilitate feedback and suggestions regarding ethical initiatives and to address complaints about violations. This platform would connect members of the university community with specialized bodies at the Ministry of Higher Education;
- Involving students and graduates in the ethical evaluation processes of the university

(e.g., through questionnaires or interviews about their professors' practices) without exerting pressure, guiding their responses, or altering them.

4.4 Linking Ethics to Sustainability and Social Responsibility

- Integrating ethical principles and social responsibility into the university's strategic plan;
- Organizing activities and events that emphasize the university's role in social responsibility, ensuring that economic outcomes are balanced with social impacts.

4.5 Reevaluating Promotion and Scientific Publishing Criteria

- Monitoring the activities of journal editors and establishing unified timelines for submission, acceptance, and publication processes;
- Prohibiting joint research linked to academic promotions to ensure objective evaluation of individual researchers' contributions.

III. Conclusion:

In light of the aforementioned points, it can be concluded that establishing a relationship between universities and ethics requires subjecting the university to the demands of ethical standards and scientific rigor. This approach enables the university to express itself through its faculty, students, scientific activities, researchers' publications, and faculty-organized events. All these elements contribute to achieving institutional autonomy that is not constrained by financial limitations but aligns with longstanding ethical frameworks that distinguish appropriate behavior from misconduct.

At present, the relationship between ethics and Algerian universities is characterized by discord. This raises critical questions about the existing reality—a rhetorical inquiry highlighting the need for solutions to establish this relationship. In its current state, this relationship is fundamentally flawed and lacks a solid foundation.

Addressing this issue requires concerted efforts among professors, students, administrators, and the Ministry of Higher Education to rebuild the Algerian university system. This effort aims to revive the strong pillars of scientific values and stringent ethical approaches, which have been overshadowed by practices alien to academic research. These practices now prioritize boasting about quantitative achievements in higher education over the ethical impact and qualitative outcomes of its graduates.

To safeguard the university's integrity, identity, and reputation, it is essential to ensure that ethics remain its lifeblood. This underscores the significance of the university ethics framework, which can be summarized in the following points:

A. Preserving Academic Integrity

This is evident through:

- Adhering to standards of scientific integrity and transparency in research and education;
- Combating all forms of academic fraud and misconduct, such as cheating and plagiarism;
- Promoting values of objectivity and responsibility in assessment and research.

B. Shaping Professional Values and Behaviors

This involves:

- Instilling professionalism and ethical conduct among faculty members and students through regularly organized awareness days;
- Encouraging positive behaviors such as integrity, respect, and fairness in interactions;
- Striving to develop graduates with ethical and leadership qualities, capable of becoming ethical entrepreneurs and making fair, principled decisions.

C. the University's Social Responsibility

This entails:

- Connecting the university with the community and translating research outcomes into initiatives that promote sustainable development;

- Avoiding an exclusive focus on economic gains at the expense of other dimensions, such as environmental and social considerations;
- Reinforcing the university's role as an ethical institution dedicated to serving the public interest rather than personal material gains for certain stakeholders.

D. Protecting the Reputation of Higher Education and Restoring Trust in Universities

This requires:

- Maintaining the university's image as a credible and trustworthy academic institution;
- Strengthening society's and stakeholders' trust in the university, its research outcomes, and its practices;
- Fostering pride in the academic elite and their contributions to societal advancement.

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