

Administrative Infractions And The Administrative Disciplinary Procedure Of University Professors In The University Court Of Honor Of The National University Of The Altiplano Of Puno

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Abstract

The objective of this study is to evaluate the administrative infractions and the administrative disciplinary procedure applied to university professors in the Court of Honor of the National University of the Altiplano of Puno (UNA-Puno) during the periods 2022–2023. The following proposal was subsequently put forth: The objective of this study is threefold: first, to identify the administrative infractions committed by university professors; second, to identify the administrative disciplinary procedure applied in the Court of Honor; and third, to propose a guide that allows for the optimization of this procedure, ensuring transparency and efficiency in university disciplinary management. The research adopted a mixed approach, incorporating the case study method, to analyze files and resolutions of teachers prosecuted for breach of duty, ethical faults, absences, and property damages. A meticulous examination of the documentary evidence was conducted, complemented by a systematic dogmatic analysis, both of which were carried out in accordance with the regulatory framework delineated by University Law No. 30220 and Law No. 27444 – General Administrative Procedure Law. The findings demonstrate that the classification of the infraction conditions the initiation of the disciplinary procedure and the severity of the sanction, thereby confirming the validity of the principle of proportionality. However, it is also evident that disciplinary procedures, although formally legitimate, generate perceptions of mistrust, institutional resistance, and weakening of the ethical culture, affecting both individual conduct and the collective academic climate. A proposed solution to address this issue is the creation of a guide to the disciplinary administrative procedure. The purpose of this guide is to standardize stages, deadlines, and criteria for assessing the offense. The creation of this guide would guarantee speed, motivation, and predictability in decisions. As a result, institutional legitimacy would be strengthened, and a university culture based on ethics and respect for fundamental rights would be promoted. In conclusion, it is evident that administrative infractions and disciplinary proceedings in the UNA-Puno University Court of Honor not only condition the severity of the sanctions but also affect the perception and behavior of the teachers involved. Despite a decline in cases between 2022 and 2023, ongoing tensions persist, associated with the proportionality, expediency, transparency, and legitimacy of the procedure.

Keywords: Administrative infractions; disciplinary procedure; Court of Honor; university professors; academic ethics; university justice.

INTRODUCTION

Within the context of higher education, the ethical and disciplinary management of the faculty is considered a pivotal component in ensuring academic quality, institutional transparency, and social trust in public universities. The National University of the Altiplano of Puno (UNA-Puno), as a leading institution in southern Peru, faces the challenge of maintaining high standards of teaching conduct in a context of growing regulatory complexity, social demands, and transformations in university governance. In this scenario, the University Court of Honor is the body responsible for ensuring respect for ethical and disciplinary principles, regulating administrative infractions, and applying procedures that seek to safeguard institutional integrity. However, a critical problem persists: the insufficient systematization and analysis of the administrative infractions committed by university professors and the disciplinary administrative procedure applied in the University Court of Honor during the periods 2022–2023. This absence of information engenders information gaps that impede the efficacy of the decisions made and hinder the establishment of a culture of responsibility and professional ethics. A number of authors contend that the disciplinary management of universities must be grounded in the principle of administrative legality (Law No. 27444 – General Administrative Procedure Law) and the regulatory frameworks of University Law No. 30220. These legal documents establish procedural safeguards and the principle of proportionality in sanctions. In this sense, the general research problem is formulated as follows: *What are the administrative infractions and the administrative disciplinary procedure of university professors in the University Court of Honor of the National University of the Altiplano of Puno during the periods 2022–2023?* From this, the specific problems arise: (i) *What are the administrative infractions committed by university professors in the University Court of Honor of the UNA-Puno during the periods 2022–2023?* and (ii) *What is the administrative disciplinary procedure that applies to university professors in the University Court of Honor of the UNA-Puno during the same periods?*

The examination of disciplinary mechanisms within the university setting in Peru is not an isolated phenomenon; rather, it is part of a global discourse on teaching responsibility and the necessity to fortify academic ethics. The courts of honor or university disciplinary bodies are subject to a constant tension: to protect institutional autonomy and, concomitantly, to respect the fundamental rights of the teacher, especially the principles of legality, due process, and the presumption of innocence. A comprehensive review of global experience indicates that the efficacy of these mechanisms is contingent upon their perception as fair, impartial, and transparent, transcending the narrow confines of mere punishment.

Background

Paredes-Chiluisa et al. (2022) conclude in their investigation that each institution possesses the administrative capacity to impose corrective and disciplinary sanctions. However, these sanctions must be governed by the principles of legality, proportionality, and recognition of adequately proven and motivated factual evidence. In essence, individuals who have perpetrated minor, serious, or very serious offenses are entitled to have their cases processed through a sanctioning system that is consistent with constitutional mandates. Avalos Caballero's (2020) research posits that the efficacy of the administrative complaint in safeguarding university rights has been substantiated. This assertion is predicated on the premise that the complaint has been instrumental in precipitating a transformative shift that has its genesis in the university reform. However, this complaint has certain aspects

that can be modified to enhance its effectiveness, thereby reducing the number of complaints and contributing to the better protection of the student community. The investigation further revealed that the procedures established for addressing administrative complaints have resulted in a protracted resolution process. Additionally, the public body has exhibited a delay in updating its data, which hinders the capacity for comprehensive analysis. According to Robles Chang (2019), the investigation commenced with the identification of impediments to the operation of institutional functions. Subsequent research endeavors focused on the examination of solutions to analogous problems and the proposal of a methodology for quantifying sanctions based on objective criteria. This methodology was intended to modify the existing sanction structure of SUNEDU. According to Hirsch Adler (2012), a more profound comprehension of the issue of unethical conduct may result in the encouragement of various initiatives aimed at combating it. This understanding could also contribute to the establishment of an institutional code of ethics that would serve as a point of reference for all members of the university community. As posited by Guijarro de Chávez, Mayra, and Chávez Sánchez (2006), the onus falls upon university ethics to demonstrate the most opportune and requisite means and elements for the establishment of an environment conducive to the fulfillment of its objectives. The primary ethical prescription for academic institutions is the commitment to truth and justice in the pursuit of knowledge (Amaya, 2007).

The harmonization of educational rights and university autonomy within the framework of the social rule of law must be achieved to enable their coexistence and ensure the dignity of their holders (Callo, 2020). In his thesis, the author concludes that the disciplinary regime in the Peruvian public sector is deficient in terms of uniformity of criteria, which engenders risks of violations of the principles of legality and proportionality. In his thesis, Castillo (2013) posits that the university teaching discipline in Latin America is inextricably linked to university ethics. The absence of effective courts, he contends, invariably leads to a diminution in institutional legitimacy. As Flores (2018) concludes in his thesis, the University Court of Honor plays a pivotal role in the preservation of academic ethics. However, greater transparency and legitimacy are necessary to strengthen teaching trust. As Huamán (2016) concludes in his thesis, the administrative sanctions applied to university professors do not always respect the principle of proportionality. This failure to respect the principle of proportionality affects the perception of justice and the institutional culture. Mendoza's (2014) thesis posits that the university's disciplinary authority must be exercised in accordance with constitutional limitations, thereby ensuring due process and the rationale behind sanctions. Pérez's (2012) thesis posits that even minimal sanctions imposed during disciplinary proceedings have the capacity to impact an educator's reputation, thereby influencing their academic and professional performance. Quispe's (2021) thesis posits that the disciplinary processes employed by the UNMSM are characterized by delays and deficiencies in motivation, thereby compromising the legitimacy of the Court of Honor's resolutions. In his thesis, Ramírez (2015) concludes that the most common infractions at the National University of Trujillo were absences and noncompliance with academic obligations. However, he also notes that the procedures in place were characterized by bureaucracy and a lack of agility. Soto's (2017) thesis posits that a comparative analysis of Peruvian and Colombian university courts reveals that the former exhibit a lower degree of independence than the latter. This discrepancy impacts the perception of impartiality. Vargas (2019) posits that university disciplinary processes are often characterized by their bureaucratic nature, marked by protracted resolution periods, thereby impeding the fundamental principle of administrative expediency.

THEORETICAL FRAMEWORK

Administrative Offenses

According to Article 140 of the Regulations of the University Court of Honor, actions or omissions that transgress the principles, duties, obligations, or prohibitions established in the regulations are considered transgressions (Universitaria Universidad Nacional del Altiplano, 2023). According to Morón Urbina (2019), administrative offenses are defined as follows: "Only those expressly provided for in the applicable law or regulation constitute administrative offenses." It is imperative that the infraction be explicitly delineated to ensure that the individual is aware of the conduct that is subject to sanction (Gordillo, 2018). The imposition of sanctions must be proportionate to the gravity of the infraction and the offender's hierarchical position (Paredes & Quispe, 2023). Any misdemeanor must be prosecuted in a procedure that respects the defense and the reasons for the decision (Constitutional Court of Peru, 2006). The administrative sanction is not merely punitive in nature; it is also intended to correct conduct (Cordero & Gómez, 2023). The civil servant or teacher is considered to be culpable for their failure to adhere to the duties inherent in their position (Plá Rodríguez, 1998). Universities are permitted to categorize and impose sanctions for infractions within the parameters established by the University Law (Congress of the Republic of Peru, 2014). According to the Regulations of the University Court of Honor, there are three categories of offenses: minor, serious, and very serious. The sanctions for these categories range from reprimand to dismissal (National University of the Altiplano, 2023). Administrative sanctioning law is predicated on principles that are analogous to those found in criminal law, albeit with a certain degree of autonomy (Vallejo Garretón, 2016). Cortina (2005) posits that administrative errors have a deleterious effect on public ethics and the trust placed in institutions.

Administrative Offences

The Administration, within the scope of its authority, may be held accountable for sanctioning unlawful conduct, a prerogative that derives from its constitutional and legal mandate (Nieto, 2005). According to Gordillo (2018), only those behaviors that are explicitly delineated in the administrative rule are to be considered infractions. The infringement under discussion involves the violation of an administrative duty, not necessarily of a criminal rule (Morón Urbina, 2019). The imposition of sanctions on the concerned individual is contingent upon the presence of either intent or negligence on their part, thereby precluding the application of strict liability as established by Roxin (1997b). The evaluation of infractions necessitates a two-pronged approach, encompassing an assessment of its seriousness and consequences, in order to determine an appropriate sanction (De la Oliva, 2002).

Disciplinary procedure

The disciplinary procedure is required to ensure the provision of a defense, the opportunity for contradiction, and the articulation of the rationale behind the decision (De la Oliva, 2002). It is imperative to note that the initiation of any disciplinary procedure must be predicated on an explicit normative foundation (Nieto, 2005). Disciplinary measures must be proportionate to the severity of the infraction committed (Gordillo, 2018). The disciplinary procedure is not merely punitive; it also guarantees the protection of the administered against abuses of power (Ferrajoli, 2011). Roxin (1997b) asserts that the objective of discipline is not solely to punish, but also to correct and prevent misconduct.

Court of Honor

Article 80 stipulates that the THU's primary function is to deliver value judgments concerning ethical and disciplinary matters, along with the subsequent imposition of sanctions. This is in accordance with the Regulations of the University Court of Honor of the National University of the Altiplano (2023). The THU serves as a guarantor of the validity of ethical principles in university life (Cortina, 2005). It is configured as the body responsible for hearing and sanctioning administrative or disciplinary offenses (Morón Urbina, 2019). Its actions are governed by the University Statute, the University Law, and internal regulations (Congress of the Republic of Peru, 2014). The THU is obligated to guarantee adherence to due process, the defense, and the reasoning underlying the decisions (Constitutional Court of Peru, 2006). It has been demonstrated to possess functional autonomy, enabling it to make value judgments and propose sanctions (National University of the Altiplano, 2023). According to Habermas (1998), the university community can be strengthened through the establishment of trust through transparency in actions. It is important to note that this pedagogical approach is not merely an endorsement of ethical behavior; rather, it is an active effort to cultivate ethical awareness in both students and teachers (Freire, 1970). The imposition of sanctions must be proportionate to the severity of the infraction (Paredes & Quispe, 2023). The decisions rendered by the court are contingent upon the jurisprudential criteria of disciplinary control (Cordero & Gómez, 2023). As Tünnermann (2000) asserts, it plays a pivotal role in the preservation of academic culture, coexistence, and the institutional image.

University Professors

Its status is governed by the University Law and the statutes of each institution. According to the Congress of the Republic of Peru (2014), he is regarded as a trainer of values, entrusted with the duties of integrity and truthfulness (Savater, 2002). It functions as a catalyst for learning and critical thinking (Paulo, 1970). It is imperative that it contributes to the generation of scientific and technological knowledge (Tünnermann Bernheim, 2000). It plays a role in university extension and social responsibility (Cortina, 2005a). He is a civil servant who is subject to internal discipline and university management (Morón Urbina, 2019). As indicated by Clark (1998b), the subject is an active participant in the university's governing bodies and institutional life. It is imperative to acknowledge the adaptability to prevailing standards of globalization, academic mobility, and accreditation (Altbach, 2009). As stated in the research by Paredes & Quispe (2023), there is an inherent risk of administrative and ethical liability resulting from any performance-related violations.

University Justice

The legal framework governing university justice is rooted in the Constitution, the University Law, and the statutes of each institution (Congress of the Republic of Peru, 2014). Cortina (2005) posits that the objective of this institution is to ensure the maintenance of integrity, truthfulness, and harmonious coexistence within the university community. As Morón Urbina (2019) asserts, the expression of such sentiments occurs within the chambers of honor and the halls of disciplinary commissions, wherein the adjudication of misdemeanors is conducted. It is imperative that due process, the defense, and the motivation of the resolutions be respected (Constitutional Court of Peru, 2006). The objective of this pedagogical approach is to cultivate ethical awareness and responsibility among teachers and students, transcending the conventional boundaries of sanctioning (Freire, 1970). The implementation of university justice has been demonstrated to enhance the governance and prestige of academic institutions (Clark, 1998a). The imposition of sanctions must be commensurate with the gravity of the infractions, with the objective of avoiding any excesses (Paredes & Quispe, 2023). The university possesses the prerogative to exercise autonomous internal justice, while remaining subject to the

Constitution and the law (Tünnermann Bernheim, 2000). This phenomenon is associated with the judicial oversight of university disciplinary actions (Cordero & Gómez, 2023). As Habermas (1998) asserts, it plays a pivotal role in the preservation of public ethics, institutional trust, and respect for diversity in university life.

Administrative Sanctions

According to the Regulations of the National University of the Altiplano (2023), Article 250 stipulates that administrative sanctions may be classified as minor, serious, or very serious, with penalties ranging from written reprimand to dismissal from the teaching position. The Administration wields sanctioning powers derived from the Constitution and the laws to guarantee compliance with administrative rules (Roxin, 1997). Administrative sanctioning law is predicated on a congruence of principles with criminal law, including legality, typicity, and proportionality. However, it is distinguished by its autonomy, as Nieto (2005) has demonstrated. Sanctions serve a multifaceted purpose, functioning not only as a form of repression but also as a preventative and corrective measure against future conduct (De la Oliva, 2002). It is imperative to note that the sanctioning of any conduct is contingent upon its express provision in the regulation. This precautionary measure is undertaken to circumvent the potential for absolute discretion on the part of the administration (Gordillo, 2018). It is imperative that sanctions be proportionate to the gravity of the infraction, thereby circumventing any potential violations of rights (Paredes, L., & Quispe, 2023). It is imperative that all sanctions be substantiated by substantiated facts and in accordance with legal principles, thereby ensuring the transparency of the administrative decision (Morón Urbina, 2019). The public servant or private individual who is sanctioned is liable for failing to comply with duties or obligations related to the norm (Plá Rodríguez, 1998). As articulated by the Constitutional Court of Peru in 2006, the imposition of any administrative sanction is contingent upon the implementation of a disciplinary procedure that is accompanied by the right of defense and the opportunity for reasoning. The principle of legality and reasonableness under which the sanctioning power is to be exercised has been reaffirmed (Constitutional Court of Peru, 2005). It has been established that the evaluation of administrative sanctions must be conducted in accordance with clearly defined technical and legal criteria, thereby ensuring proportionality (Supreme Court of Justice of Peru, 2018).

Academic ethics

The foundational principles of academic ethics are predicated on the pursuit of truth, the cultivation of respect, and the promotion of justice in research and pedagogy (Kant, 2007). Academic conduct is evaluated based on its repercussions for the university community and broader society (Mill, 2004). The validity of academic standards is contingent upon their rational acceptance in a free dialogue among community members (Habermas, 1998). Academic ethics is predicated on virtues such as intellectual honesty, prudence, and responsibility (Aristotle, 2007). Academic ethics is predicated on the notion that research and teaching should be oriented towards the common good and sustainable human development (Cortina, 2005).

METHODOLOGY

The research adopted a mixed approach that integrated qualitative and quantitative techniques to obtain a broad and deep understanding of administrative infractions and disciplinary procedure applied to university professors in the Court of Honor of the

National University of the Altiplano of Puno. Five complementary approaches were developed:

The following aspects are of a dogmatic nature: As Zaffaroni (2009) asserts: "Dogmatics is the constructive method of the system of legal interpretation that proceeds in steps... (a) grammatical analysis (exegesis of the legal text) The second step in the analysis involves the decomposition of the legal text until the primary elements ("bricks" of the future building) are identified. (c) Construction of the system (with the bricks)."

As Charaja Cutipa (2004) explains, "Analysis is the process of examining and breaking down a concept or object into its component parts with the objective of identifying its fundamental components. In contrast, synthesis involves the process of assembling the essential elements or relationships of an object to highlight its predominant characteristics and attributes." (p. 25).

As Charaja Cutipa (2004) explains, induction is a methodological process that begins with particular observations or evidence and progresses towards more general conclusions, identifying causal relationships and establishing laws. This mental process facilitates the discovery of new knowledge from the general to the particular, and enables the extension of existing knowledge from one class of phenomena to another. (p. 25)

As Martínez Carazo (2006) asserts: The case study method constitutes a methodological strategy of scientific research, the objective of which is to produce results that serve to strengthen and develop existing theories or to create new scientific paradigms. Consequently, the case study method is instrumental in facilitating development in specific fields of science. Consequently, the case study method is well-suited for the development of research at any level and in any field of science, including the preparation of a doctoral thesis. (p. 190)

A descriptive statistical analysis was conducted on the disciplinary cases documented in the years 2022 (116 cases) and 2023 (80 cases). This analysis was conducted with the objective of identifying trends, the frequency of infractions, and patterns of sanctions. The evolution of disciplinary procedures was represented through the use of comparative tables and graphs. The foundation of research in this field lies in the systematic observation and objective measurement of social phenomena. This methodological approach enables the description and analysis of disciplinary cases based on verifiable data (Kerlinger, F. N., & Lee, 2002). The population of this research comprised 196 disciplinary cases, with 116 cases in 2022 and 80 cases in 2023. A census sampling was conducted, and all available files were analyzed to ensure exhaustive results.

EXPECTED RESULTS

Table 1 Own elaboration based on evidence of disciplinary cases in the University Court of Honor of the UNA-Puno (2022-2023).

Hypothesis	Evidence in cases (acronyms)	Result with a legal-administrative approach)
General hypothesis: The administrative infractions of university professors have an impact on the	- Teacher A: investigated for breach of duties and material damage to facilities, sanctioned with	It is evident that the type of infraction directly conditions the activation

<p>administrative disciplinary procedure in the University Court of Honor of the UNA-Puno.</p>	<p>a written warning despite alleging accidents.</p> <ul style="list-style-type: none"> - Teacher B: observed for non-compliance with academic load, with the opening of disciplinary proceedings. - Teacher C: prosecuted for ethical misconduct related to dealing with students and colleagues. - Teacher D: with repeated unjustified absences, derived in disciplinary proceedings. 	<p>of the disciplinary procedure and the severity of the sanction. In accordance with the principle of proportionality (art. 246 TUO of Law 27444), the sanctions applied are related to the seriousness and recidivism of the offenses. A direct relationship is confirmed: the greater the severity or recidivism, the stricter the process and the greater the impact on the teaching career.</p> <p>The general hypothesis holds that administrative infractions by teachers have an impact on the administrative disciplinary procedure. The results confirm that the activation of the disciplinary procedure is directly linked to the number of reported cases. Despite the decrease between 2022 and 2023, it is evident that the Tribunal of Honor maintains a significant load of processes, which reflects the importance of its role as a disciplinary and ethical control body.</p>
<p>Specific hypothesis 1: Administrative infractions have a negative impact on the behaviour of university teachers in the Court of Honour.</p>	<ul style="list-style-type: none"> - Teacher A: alleged accident, adopting a defensive posture. - Teacher B: questioned the sanction, alleging excess in the measure. - Teacher C: expressed 	<p>It is found that infractions not only activate the administrative dimension, but also have an impact on the attitude and behavior of teachers in the disciplinary process. The perception of lack of impartiality and excessive sanctioning reveals</p>

	distrust of the impartiality of the Tribunal.	tensions with the principles of legality, reasonableness and motivation. This generates institutional resistance and a weakening of the academic climate. The specific hypothesis states that the infractions have a negative impact on the behavior of university professors in the Court of Honor. The numerical records not only show the recurrent existence of punishable behaviors, but also suggest that the teachers involved adopt defensive, questioning, or distrustful attitudes towards the disciplinary process . The downward trend in cases in 2023 may be associated with greater preventive awareness or a reinforcement of previously applied disciplinary measures .
Specific hypothesis 2: The administrative disciplinary procedure has a negative impact on the behavior of university professors in the Court of Honor.	<ul style="list-style-type: none"> - Teacher A: perceived delay in the resolution and replacement of damages, generating discomfort. - Teacher C: considered that the procedure was bureaucratic and not very transparent. - Teacher D: recognized the sanction as light, but with reputational impact because it was officially registered. 	Disciplinary procedures, even with light sanctions, generate negative collateral effects on the perception of teachers. Criticisms of the principle of speed and due process (art. IV Law 27444) are identified, as well as questions about the transparency and motivation of decisions. The record of sanctions, although minor in legal terms, produces a significant reputational impact, configuring a feeling of stigmatization that affects professional

		<p>performance and university culture. The third hypothesis establishes that the disciplinary procedure has a negative impact on teacher behavior. Although the reduction in cases in 2023 could be interpreted as a positive impact of the disciplinary system, qualitative evidence (allegations of distrust, perception of bureaucracy, reputational impact) shows that the procedures generate collateral effects on teacher morale and performance. Therefore, although the number of processes decreases, tensions persist regarding the speed, impartiality and motivation of the resolutions.</p>
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Figure 1

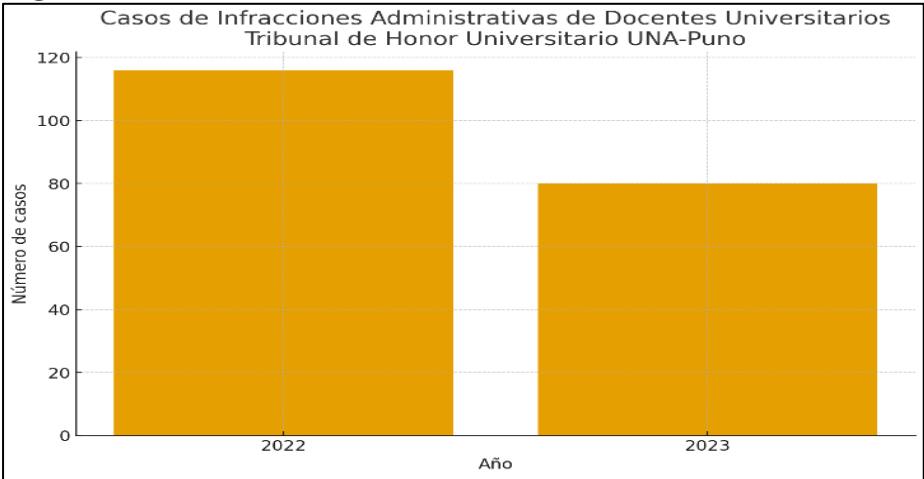


Table 2 Table of Results - Administrative Offences

Years	Registered Cases
2022	116
2023	80

Table 3 Proposal of a guide that allows optimizing this procedure, ensuring transparency and efficiency in university disciplinary management.

Stage	Description	Applicable principles
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1. Receipt and admission of the complaint	Formal registration of the alleged fault and identification of the jurisdiction of the Court of Honor.	Legality – Typicity – Competence
2. Preliminary investigation	Document collection, interviews, and fact-finding to verify the violation.	Material Truth – Impartiality – Efficiency
3. Filing of charges	Precision of the typified infraction and official notification to the teacher involved.	Typicity – Advertising – Motivation
4. Rights of defense	Granting of a reasonable period of time for defenses and presentation of evidence, with legal assistance.	Due process – Right of defense – Contradiction
5. Evaluation and resolution	Deliberation of the case and issuance of a written and reasoned resolution in accordance with the seriousness of the offense.	Proportionality – Reasonableness – Motivation
6. Appeals	Recognition of the right to appeal or reconsideration before the higher university instance.	Double Instance – Challenge – Legality
7. Implementation and monitoring	Compliance with the sanction or corrective measure, with registration in the teaching file respecting the rehabilitation.	Speed – Transparency – Rehabilitation

DISCUSSIONS:

General hypothesis

The results confirm that the administrative infractions of university professors have a direct impact on the activation of disciplinary procedures in the University Court of Honor of the UNA-Puno. It is observed that the seriousness and recidivism of the offenses determine the severity of the sanctions, in coherence with the principle of proportionality contained in Article 246 of the TUO of Law 27444. This finding coincides with Ccallo (2020), who concludes that the lack of uniform criteria in the application of disciplinary sanctions exposes violations of legality, and with Huamán (2016), who warns of deficiencies in proportionality. This reinforces the need to strengthen the framework for the application of sanctions under clear, objective and consistent standards.

Specific Hypothesis 1

Regarding the incidence of infractions in the behavior of teachers, the findings show that these disciplinary processes generate attitudes of resistance, questioning, and distrust towards the impartiality of the Tribunal. This is linked to what was evidenced by Flores (2018), who stressed that the Court of Honor is a key body in the preservation of ethics, but requires greater institutional legitimacy. Likewise, Ramírez (2015) warned that bureaucratic procedures deteriorate the perception of justice and increase tension in the academic climate. Consequently, the hypothesis is confirmed: infractions, in addition to activating a formal process, have a negative impact on the relationship between teachers and the disciplinary authority.

Specific hypothesis 2

In relation to the effects of the administrative disciplinary procedure on teacher behavior, the results show that even minor sanctions produce significant reputational effects and generate a sense of stigmatization that transcends the legal-administrative. Pérez (2012) reached similar conclusions by demonstrating that sanctions affect professional performance, while Vargas (2019) pointed to the excessive delay of processes as a factor that undermines teacher confidence. Therefore, the findings of the present study show that not only the sanction itself, but also the way in which the procedure is carried out, influences morale and trust in the university disciplinary system.

Based on the findings and background, it is proposed to strengthen the university disciplinary regime through a model that combines legal guarantees with a training and preventive approach:

1. Uniform Rules on Infringements and Penalties

Establish clear classifications, levels of severity and proportional sanctions applicable to university teachers.

Draw inspiration from comparative standards (e.g. Colombia, Chile) to ensure objectivity and coherence.

2. Training in ethics and disciplinary regulations

Implement mandatory programs for teaching updating in university ethics, academic integrity, and administrative regulations.

Link the disciplinary procedure with the **prevention of infractions** and not only with the sanction.

3. Transparency and reasoning of decisions

Ensure that all decisions of the Court of Honor include detailed reasons and are available in internal repositories, preserving the confidentiality of those involved.

4. Alternative dispute resolution mechanisms

Incorporate instances of conciliation and academic mediation prior to the start of a formal disciplinary process, reducing the procedural burden and unnecessary reputational effects.

5. Continuous monitoring and evaluation system

Implement performance indicators of the Court of Honor (resolution times, level of satisfaction, recurrence of faults) to evaluate its institutional impact.

CONCLUSIONS

1. Administrative infractions and disciplinary proceedings in the UNA-Puno University Court of Honor not only condition the severity of the sanctions, but also affect the perception and behavior of the teachers involved. Despite a decline in cases between 2022 and 2023, tensions persist regarding the proportionality, expediency, transparency, and legitimacy of the procedure.

2. The proposal endeavors to address these limitations by means of a comprehensive model of university justice, which integrates sanction, prevention, and ethical training. It is imperative that the Court of Honor adopt this approach in order to consolidate its role not only as a sanctioning body, but also as a space for the enhancement of academic ethics, institutional trust, and democratic university culture.

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