

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH**

CHARTER OF UNIVERSITY ETHICS AND DEONTOLOGY

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PREAMBLE

In less than fifty years after the independence of our country, the Algerian university has experienced significant growth across all its main indicators, as evidenced by the number of universities and their geographical distribution, student enrollment and graduation rates, the diversification of training programs, and research activities. While much has been accomplished—though much remains to be done to meet international standards relative to the population size—the accelerated pace of university growth has also led to numerous dysfunctions in terms of scientific quality and effectiveness, respect for academic norms, and mastery of processes for improving performance.

This is, at least in part, due to the fact that the university fulfills its training and research missions in a socio-economic and institutional environment that has also undergone profound changes. This necessitates the reaffirmation of general principles and the renewal of operational rules that can ensure both its pedagogical and scientific credibility and its legitimacy.

Members of the university community are, in this context, required to share the moral and methodological approach that leads to recognizing, in ethical and deontological terms, the best behaviors and practices in academia, as well as combating deviations from them. Emanating from a broad academic consensus, the charter of ethics and deontology reaffirms general principles derived from universal norms and values specific to our society, which must drive the learning process and implementation of university ethics and deontology. It should, therefore, represent a mobilization and reference tool reminding us of the fundamental principles that guide university life and inspire the codes of conduct and regulations that will follow.

I. FUNDAMENTAL PRINCIPLES OF THE CHARTER OF UNIVERSITY ETHICS AND DEONTOLOGY:

1. Integrity and Honesty:

The pursuit of integrity and honesty signifies the refusal of corruption in all its forms. This quest must begin with oneself before extending to others. The development of ethics and deontology must thus reflect exemplary practices.

2. Academic Freedom:

University activities in teaching and research cannot be conceived without the academic freedom that underpins them. This freedom guarantees, with respect for others and in full professional conscience, the expression of critical opinions without risk of censorship or coercion.

3. Responsibility and Competence:

The notions of responsibility and competence are complementary. They develop through democratic and ethical management of the university institution, ensuring a good balance between the need for effective administration and encouraging the participation of university community members in decision-making processes. However, scientific matters remain the exclusive domain of teacher-researchers.

4. Mutual Respect:

Respect for others is based on self-respect. All members of the university community must refrain from any form of symbolic, physical, or verbal violence. They should be treated with respect and fairness and commit to behaving in the same manner, regardless of the hierarchical level of their partners.

5. Demand for Scientific Truth, Objectivity, and Critical Thinking:

The pursuit and possibility of questioning the knowledge that the university transmits and produces are fundamentally based on the search for scientific truth and critical thinking. The demand for scientific truth necessitates competence, critical observation of facts, experimentation, confrontation of viewpoints, relevance of sources, and intellectual rigor. Scientific research must be founded on academic integrity.

6. Equity:

Objectivity and impartiality are essential requirements during evaluations, promotions, recruitments, and appointments.

7. Respect for Academic Freedoms:

All stakeholders in the university community contribute, through their behaviors, to enhancing academic freedoms so that their specificity and immunity are guaranteed. They must refrain from promoting or encouraging situations and practices that may undermine the principles, freedoms, and rights of the university. Additionally, they must abstain from any partisan political activity within all university spaces.

II. RIGHTS AND OBLIGATIONS

II-1. RIGHTS AND OBLIGATIONS OF THE TEACHER-RESEARCHER

The teacher-researcher plays a pivotal role in training the nation's leaders and participating in the socio-economic development of the country through research. The state must ensure that the teacher-researcher can fulfill their missions without economic hardship. Job security for the teacher-researcher is guaranteed by the state through public higher education institutions.

1. RIGHTS OF THE TEACHER-RESEARCHER

Higher education institutions must guarantee access to the profession of teacher-researcher solely based on the required academic qualifications and experience. They must take all necessary measures to ensure the teacher-researcher's right to teach free from any interference, provided they respect the principles of ethics and deontology.

All matters concerning the definition and administration of teaching programs, research, extracurricular activities, as well as resource allocation must, within the framework of current regulations, be based on transparent mechanisms. When the teacher-researcher is called to assume administrative functions, they must meet the requirements of respect and effectiveness.

The evaluation and assessment of the teacher-researcher's work are integral to the teaching and research process. Evaluation must focus solely on academic criteria for assessing teaching and research activities, as well as other professional activities related to the university.

The teacher-researcher benefits from adequate working conditions and the necessary pedagogical and scientific means that allow them to fully dedicate themselves to their tasks and to have the necessary time for continuous training and periodic updating of their knowledge. The compensation provided must reflect the significance of this role and, consequently, the responsibilities of the teacher-researcher upon entering their position.

2. OBLIGATIONS OF THE TEACHER-RESEARCHER

The teacher-researcher must serve as a reference in terms of competence, morality, integrity, and tolerance. They must represent the university with dignity. The teacher-researcher is, alongside other members of the university community, equally responsible for respecting the principles of university ethics and deontology outlined above. In carrying out their duties, they must act with care, diligence, competence, integrity, independence, loyalty, and good faith in the best interests of the university institution.

In case of professional misconduct, the teacher-researcher may be brought before the competent disciplinary bodies; these bodies may propose sanctions, depending on the severity of the misconduct, in accordance with the disciplinary procedures provided by current regulations, potentially leading to their disqualification from the position of university teacher.

The primary responsibility of the teacher-researcher is to fully ensure their university functions as a teacher-researcher. To this end, they must:

- Strive to adhere to the highest possible standards in their professional activities.
- Ensure the confidentiality of the content of discussions and debates held within the various bodies in which they participate.
- Demonstrate professional conscientiousness in the execution of their tasks.

- Contribute to energizing the evaluation of teaching and scientific activities at all levels.
- Uphold the principles of transparency and the right to appeal.
- Refrain from abusing the power conferred by their profession.
- Avoid using their status as an academic to engage the university's responsibility for purely personal ends.
- Honestly manage all funds entrusted to them within the university, for research activities, or any other professional activity.
- Preserve their freedom of action as a university member.
- Make themselves available to fulfill the tasks of their role and be present within higher education institutions for this purpose.
- Act as an education professional by staying informed of innovations, constantly updating their knowledge and teaching methods, practicing self-evaluation, demonstrating critical thinking and autonomy, and being accountable.
- Conduct teaching and research in accordance with universal ethical and professional standards, away from any form of propaganda and indoctrination.

Thus, the teacher-researcher is required to provide teaching as effectively as the resources available to them by the higher education institutions allow, in a spirit of fairness and equity towards all students without distinction, encouraging the free exchange of ideas, and being available to assist them.

- Avoid any form of discrimination related to gender, nationality, ethnic affiliation, social status, religion, political opinions, disability, and illness.
- Clearly articulate the educational objectives of their teachings, and adhere to the pedagogical rules of progression (periodicity, duration, grading scale, reviewing scripts, and receiving students before finalizing grades).
- Maintain the most objective assessment possible of student performance.
- Direct their expertise and advisory activities towards works that enrich their teachings, contribute to advancing their research, or enhance their reputation as an academic.
- Base their research on a sincere quest for knowledge, with all due respect to the principle of evidence and the impartiality of reasoning.

- Respect the scholarly work of their university colleagues and the work of students, crediting the authors. Plagiarism constitutes a major and unacceptable offense that can lead to exclusion.
- Contribute to respecting the academic freedoms of other members of the university community and accept the fair confrontation of differing viewpoints.
- Demonstrate fairness and impartiality in the professional or academic evaluation of their colleagues.

II-2. RIGHTS AND DUTIES OF THE HIGHER EDUCATION STUDENT

The student must have all possible conditions to evolve harmoniously within higher education institutions. They therefore have rights that only make sense when accompanied by responsibilities manifested through duties.

1. STUDENT RIGHTS

- Students have the right to a quality education and research training. To this end, they have the right to quality guidance that uses modern and appropriate pedagogical methods.
- Students have the right to respect and dignity from members of the university community.
- Students must not suffer any discrimination based on gender or any other characteristic.
- Students have the right to freedom of expression and opinion, in accordance with the rules governing university institutions.
- The course syllabus must be provided to them at the beginning of the year. Course materials (references and handouts, etc.) must be made available. Students have the right to fair, equitable, and impartial evaluation.
- The release of grades, along with the corrections and grading criteria, and, if necessary, the consultation of exam papers, must occur within reasonable timeframes that do not exceed those set by the pedagogical committees.
- Students have the right to appeal if they feel wronged in the grading of an exam.
- Postgraduate students have the right to quality guidance and support for their research.

Students have the right to security, hygiene, and health precautions both in universities and in university residences.

- Students have the right to information regarding the higher education institution they belong to, including its internal regulations.
- Students have access to the library, computer resource centers, and all necessary materials for quality training.
- Students elect their representatives to the pedagogical committees without obstruction or pressure.
- Students may create, in accordance with current legislation, student associations of a scientific, artistic, cultural, and sports nature.
- These associations must not interfere in the administrative management of university institutions outside the framework set by current regulations.

2. STUDENT DUTIES

- Students must respect current regulations.
- Students must respect the dignity and integrity of all members of the university community.
- Students must respect the right of members of the university community to free expression.
- Students must respect the decisions of examination boards.
- Students are required to provide accurate and precise information during registration and to fulfill their administrative obligations to the institution.
- Students must demonstrate civility and good manners in all their conduct.
- Students must never cheat or resort to plagiarism.
- Students must take care of the premises and equipment provided to them and respect safety and hygiene rules throughout the institution.

Students are duly informed of the offenses attributed to them. The sanctions they face are defined by current regulations and the internal rules of the higher education institution. They fall under the jurisdiction of the disciplinary council and can result in expulsion from the institution.

III. RIGHTS AND OBLIGATIONS OF ADMINISTRATIVE AND TECHNICAL STAFF IN HIGHER EDUCATION

The researcher and the student are not the only actors in the university. They are closely associated with the administrative and technical staff of the institutions, who, like them, have rights accompanied by obligations.

1. RIGHTS OF ADMINISTRATIVE AND TECHNICAL STAFF

Administrative and technical staff must be treated with respect, consideration, and equity, just like all actors in higher education.

Administrative and technical staff have the right to objective and impartial treatment during recruitment examinations, evaluations, nominations, and promotions.

Administrative and technical staff must not suffer harassment or discrimination in their career progression.

Administrative and technical staff benefit from adequate conditions that enable them to fulfill their mission, and they have access to ongoing training and constant improvement of their qualifications.

2. OBLIGATIONS OF ADMINISTRATIVE AND TECHNICAL STAFF

The mission of administrative and technical staff is to create optimal conditions allowing the researcher to perform their teaching and research functions effectively and enabling students to succeed in their academic journey.

This public service mission, carried out by the administrative and technical staff of higher education institutions, must be accomplished with respect for the fundamental values of public service, including competence, impartiality, integrity, respect, confidentiality, transparency, and loyalty. These behavioral norms represent major principles that every member of the administrative and technical staff must strive to respect and promote, including:

- **Competence:** Administrative and technical staff must perform their tasks professionally. They are responsible for their decisions and actions, as well as for the prudent use of the resources and information available to them.

- **Impartiality:** Administrative and technical staff must demonstrate neutrality and objectivity. They must make decisions in accordance with current rules and treat everyone fairly. They must perform their duties without partisan considerations and avoid any form of discrimination.
- **Integrity:** Administrative and technical staff must conduct themselves in a just and honest manner. They should avoid situations that could make them beholden to anyone who might unduly influence their duties.
- **Respect:** Administrative and technical staff must show consideration for everyone they interact with in the course of their duties. They must be courteous, attentive, and discreet. They must also demonstrate diligence and promptness in fulfilling their mission. This respect should also pertain to the areas of expertise of each individual. Thus, this staff must refrain from interfering in pedagogical and scientific activities. The administration of higher education institutions must avoid any interference in these areas.
- **Confidentiality:** Administrative, technical, pedagogical, and scientific records must be treated with confidentiality.
- **Transparency:** Staff must perform their functions in a way that facilitates the effective circulation of information beneficial to the university community, the verification of good professional practices, and their traceability.
- **Performance:** The public service provided by the administrative and technical staff of higher education institutions must also meet quality criteria that require treating their counterparts with respect and diligence. In practice, treating teachers and students with respect means that administrative and technical staff adopt polite and courteous behavior in their interactions with them. The obligation of diligence specifically requires that administrative and technical staff promptly process the files entrusted to them that directly concern both the teacher and the student. Finally, administrative and technical staff must provide these individuals with all information they request and to which they are entitled.

Members of the university community, committed to promoting ethical and deontological standards, pledge to respect the spirit and letter of this charter.