

Ethics in Academic setting

Dealing with university members.

DR. fethiza Tedjani Mouna



lecture outcomes

- 1. understanding Academic community ethics**
- 2. Involved bodies**
- 3. Tasks and responsibilities**
- 4. Dealing with difficult personalities**

Before discussion Q:

1. What do you know about bodies involved in Academia?

2. Are you able to deal with persons of different responsibilities and characters

Members of Academic Community

- 1. university committees, and bodies etc.**
- 2. Individuals: Professors, researchers, permanent researchers, participating or visiting professors, students, administrative, administrative staff, technicians, and employees**

University committees



Quick revisions

University Activities



A meeting of the Scientific Council of El Oued University

October 26, 2023

University Board of Trustees."



مجلس ادارة الجامعة

- setting the overall direction and policies of the university.
- make decisions regarding budget, strategic planning, and the appointment of key university officials.

https://lang.univ-eloued.dz/en/boar_dire/

Ethics committee



Comm

لجنة آداب وأخلاقيات المهنة الجامعية

تم يوم 17 فيفري 2016 تنصيب لجنة آداب وأخلاقيات المهنة الجامعية لجامعة الشهيد حمه لخضر بالوادي , و تكونت من السادة الأساتذة:

overseeing and ensuring ethical conduct and compliance with ethical standards.

Quality Assurance committee



جامعة الشهيد حمه لخضر

UNIVERSITY OF EL OUED



خلية ضمان الجودة

- improving the quality and standards of products, services, or academic programs.

A "Disciplinary Board" is responsible for addressing and overseeing matters related to employee or student discipline, conduct, and adherence to established rules, regulations, and ethical standards.





Practice

1. Who is responsible for conducting and facilitating departmental meetings, promoting communication and cooperation among department members?

- A. Ethics Committee**
- B. Board of Trustees**
- C. Head of Department**
- D. Academic Senate**

2. Who is responsible for conducting and facilitating departmental meetings, promoting communication and cooperation among department members?

A. Ethics Committee

B. Board of Trustees

C. Head of Department

D. Academic Senate

Correct Answer: C. Head of Department

3. Which administrator is involved in contributing to the strategic planning process of the institution, especially as it pertains to the department's goals and objectives?

A. Faculty Members

B. Academic Senate

C. Head of Department

D. Board of Trustees

2. Which administrator is involved in contributing to the strategic planning process of the organization or institution, especially as it pertains to the department's goals and objectives?

A. Faculty Members

B. Academic Senate

C. Head of Department

D. Board of Trustees

Correct Answer: C. Head of Department

3. Which committee plays a vital role in upholding the ethical principles and values of the institution, especially in research and academic activities?

- A. Quality Assurance Committee**
- B. Academic Senate**
- C. Ethics Committee**
- D. Disciplinary Board**

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B. Academic Senate

C. Ethics Committee

D. Disciplinary Board

Correct Answer: C. Ethics Committee

4. Who is responsible for addressing and overseeing matters related to employee or student discipline, conduct, and adherence to established rules, regulations, and ethical standards?

- A. Head of Department**
- B. Disciplinary Board**
- C. Board of Trustees**
- D. Scientific committee**

4. Who is responsible for addressing and overseeing matters related to employee or student discipline, conduct, and adherence to established rules, regulations, and ethical standards?

A. Head of Department

B. Disciplinary Board

C. Board of Trustees

D. Scientific committee

Correct Answer: B. Disciplinary Board

5. Which administrative entity is primarily responsible for proposing the organization and content of education within a department?

A. Scientific Council

B. Quality Assurance Committee

C. Disciplinary Board

D. Board of Trustees

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- A. Scientific Council**
- B. Quality Assurance Committee**
- C. Disciplinary Board**
- D. Board of Trustees**

Correct Answer: A. Scientific Council

6. Which administrative body is primarily responsible for decisions related to curriculum, academic programs at the department?

- A. Quality Assurance Committee**
- B. Board of Trustees**
- C. Academic Senate**
- D. University President**

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C. Academic Senate

D. University President

Correct Answer: C. Academic Senate

7. Who provides their opinion on the distribution of pedagogical tasks within an academic department?

- A. Faculty Members**
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- C. Head of Department**
- D. Scientific Committee**

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- C. Head of Department**
- D. Scientific Committee**


Correct Answer: D. Scientific Committee

Administration



University bodies

- **The rector**
- **the Vice Rectorate of Higher Education in the Third Cycle.**
- **The "Vice Rectorate of Higher Education at the Undergraduate and Graduate Level**
- **the Vice Rectorate of External Relations,**
- **The Vice Rectorate of Development, Foresight, and Orientation.**
- **Dean**
- **Head of the Department**
- **Academic Senate**



Practice

Rector & vice Rectorate and their responsibilities

You are a company manager who wants to assign a contract with the university. Which rectorate should you contact?

A. The Rector

B. The Vice Rectorate of External Relations, Cooperation, Animation, and Communication, and Scientific Events

C. The Vice Rectorate of Development, Foresight, and Orientation

D. The Vice Rectorate of Higher Education at the Undergraduate and Graduate Level, Continuing Education and Diplomas, and Graduate Training

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2.our university is hosting a scientific conference. Which rectorate would be responsible for organizing and coordinating this event?

A. The Vice Rectorate of External Relations, Cooperation, Animation, and Communication, and Scientific Events

C. The Vice Rectorate of Higher Education in the Third Cycle

D. The Vice Rectorate of Higher Education at the Undergraduate and Graduate Level

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3. Our university is looking to improve the quality of education and research activities. Which rectorate is primarily responsible for ensuring quality assurance?

- A. The Vice Rectorate of Development, Foresight, and Orientation**
- B. The Vice Rectorate of Higher Education in the Third Cycle**
- D. The Vice Rectorate of Higher Education at the Undergraduate and Graduate Level**
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4. You are a student interested in pursuing a postgraduate degree at your university. Which vice rectorate is responsible for managing and enhancing postgraduate education at this level?

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ETHICS AND DEONTOLOGY



Legal Texts

The National Council of Ethics and Deontology of the University Profession, has developed and recently updated **the charter of ethics and deontology of the university profession** in August 2023 at the request of Mr. BADDARI Minister of Higher Education and Scientific Research.

A charter that applies to the university community, public or private, and to all of its actors (teacher-researchers, permanent researchers, associate or guest teachers, students, administrative officials from ministries and university establishments, administrative, technical and on duty).

DISCOVER THE CHARTER OF
AUGUST 2023 EDITION >

SIGN THE CHARTER >

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

ميثاق الآداب والأخلاق الجامعية
أوت 2023



THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

UNIVERSITY CHARTER OF DEONTOLOGY AND ETHICS

August 2023

2- DEONTOLOGICAL RULES

2.1- Rights and Obligations of Professor-Researcher in public and private sectors.

2.2- Rights and Obligations of the administrative staffs, technicians, and service officers.

2.3- Students' Rights and Obligations.



file:///C:/Users/Hp/Downloads/Documents/ethics%20and%20deont%20documents/UNIVERSITY_CHARTER_OF_DEONTOLOGY_AND_ETHICS-2-8-2023.pdf

A universal consensus around the role, functions and the different tasks of the university institution, considers “three main activities attached to university activity, such as teaching, scientific research and social services”.

These basic charges have been thoroughly explained in UNESCO universal declaration issued on October, 09th 1998 and validated in 2009.

This universal declaration has immediately advised to higher education institutions and university community to:

a- "... Submit their entire activities under **the requirements of ethics as well as **the scientific** and intellectual rigor.**

b- are independently and responsibly authorized to **communicate over ethical, cultural and social issues, exercising a sort of intellectual authority of which the company in need to think, comprehend and react;**

c- to **benefit without restrictions from their academic freedom and autonomy as well as the entire rights and duties, once they exhibit responsible and liable towards the company**

Ethical Principles and academic conducts

- A. Integrity and Honesty**
- B. Academic Freedom**
- C. Responsibility and Competence**
- D. Mutual Respect**
- E. Scientific Truth, Objectivity, and Critical Thinking**
- F. Equity**
- G. Respect for Academic Candor (Straightforwardness)**



Quick practice **Choose the right** **option**

(A-G) ethical principles
(1-7)academic conducts

1. Faculty members base their research on reliable sources and diverse perspectives. An evaluation committee ensures fairness and impartiality during promotions.

A. Integrity and Honesty

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2. University community members refrain from engaging in partisan political activities.

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4. Researcher provides accurate data and findings without manipulation.

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5 . A student expresses a critical opinion in class without fear of censorship.

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6 .University administrators ,teachers and researchers involve in decision-making processes.

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7All students treat each other respectfully, regardless of their background.

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Examples of Deontology rules

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة الشهيد حمه لخضر - الوادي



نيابة مديرية الجامعة للتكوين العالي في الطورين الأول والثاني
و التكوين المتواصل والشهادات وكذا التكوين العالي في التدرج

أفريل 2015

النظام الداخلي



الفهرس

02	..... الفهرس
03	..... مقدمة
03	..... مواد انقالية
	الفصل الأول تنظيم وسير الدراسة / التسجيل وسحب البكالوريا
04	..... العطلة الأكاديمية
04	..... المواظبة و الغياب في الدروس والأعمال الموجهة والامتحانات
04	..... المواظبة و الغياب في الدروس والأعمال الموجهة
05	..... الغياب في الامتحانات
	الفصل الثاني التقييم والمراقبة المستمرة
06	..... الامتحانات
	الفصل الثالث المداومات
08	..... ترتيب وتوجيه الطلبة
	الفصل الرابع التدرج في الدراسات
08	..... ✓ الليسانس
09	..... ✓ الماستر
	الفصل الخامس المجالس التأديبية
10	..... المجلس التأديبي، تشكيله وصلاحياته
10	..... ✓ المخالفات
11	..... ✓ العقوبات
12	..... ✓ الإجراء التأديبي
	الفصل السادس المنظمات والجمعيات والنوادي الطلابية
13	..... حقوق وواجبات الطالب في التعليم العالي
14	..... ✓ حقوق الطالب
14	..... ✓ واجبات الطالب
	الفصل السابع أحكام ختامية
15	..... المراجع

University deontology rules/code of conduct

Refers to a written set of guidelines issued by the **university** to manage and help members of academic community conduct their actions in accordance with its norms and standards applied in certain profession.

صودق عليه من طرف مجلس الإدارة المنعقد بتاريخ : 29 أبريل 2015

المراجع:

- المرسوم التنفيذي رقم 12-243 المؤرخ في 14 رجب عام 1433 الموافق 04 يوليو 2012 المتضمن إنشاء جامعة الوادي.
- القرار الوزاري رقم 43 المؤرخ في 12 ماي 2010 المتضمن ميثاق الأخلاقيات والآداب الجامعية.
- القرار الوزاري 711 المؤرخ في 03 نوفمبر 2011 المحدد للقواعد المشتركة للتنظيم والتسيير البيداغوجيين. للدراسات الجامعية لتبيل شهادة الليسانس وشهادة الماستر.
- القرار الوزاري 712 المؤرخ في 03 نوفمبر 2011 المتضمن كفايات القسيم والانتقال والتوجيه في طوري الليسانس والماستر.
- القرار الوزاري رقم 371 المؤرخ في 11 جوان 2014 المتعلق بتنظيم المجالس التأديبية.
- القرار الوزاري 714 المؤرخ في 03 نوفمبر 2011 المتعلق بترتيب وتوجيه الطلبة.

Examples of Deontology rules

Article 71: Students are required to adhere to the rules of general conduct and maintain order within the university campus. These rules are based on **respect for others, good treatment, tolerance, and the preservation of the institution's property and facilities.** In particular, students must adhere to **basic cleanliness, appearance, and behavior standards.**



Students are subject to **disciplinary authority exercised by disciplinary boards:**

- 1. Department Disciplinary Board: Responsible for addressing first-degree violations.**
- 2. College Disciplinary Board: Responsible for second-degree violations.**

3. University Disciplinary Board: Handles appeals for second-degree violations and also addresses violations outside the colleges. Such as impersonation, cheating, engaging in unethical conduct, physical or moral assaults, forgery, and more.

3- MISCONDUCT AND PENALTIES

3.1- Public Sector Staffs

3.1.2- Contractual Officers

3.2- Private Institutions Staffs

3.3- Students

1. Examples of Penalties (students' section)

liable to imprisonment for a period of one (1) to three (03) years and a fine of 100.000 to 300.000 DA.

- **Article 253 bis7:** the penalty shall be imprisonment for a term of five years to ten years and a fine of 500.000 to 1000.000DA, if the acts mentioned in the article 253 bis6 are committed by:
 - ⊕ Persons responsible for preparing, organizing, administering r supervising examinations and competitions.
 - ⊕ A group of persons
 - ⊕ The use of an automated data processing system.
 - ⊕ The use of remote of communication.

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THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

ETHICS AND DEONTOLOGY COUNCIL

COMMITMENT DEVOTED FOR STUDENTS

I , the under-signed,

..... (Registered on)

.....

In the institution

.....

.....

Declares that I have taken cognizance of the provisions relating to the rights and duties of students as enriched in the university charter of deontology and ethics (2023 edition) and, therefore, commit myself to the strict respect and spirit in all circumstances.

Issued in.....on..... signature

THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

ETHICS AND DEONTOLOGY COUNCIL

COMMITMENT DEVOTED FOR STAFFS

I, the under-signed,

(precise responsible, teacher-researcher, ATS).....

Institution /Ministry

.....

.....

Declares that I have taken cognizance of the university charter of deontology and ethics (2023 edition) and, therefore, commit myself to the strict respect and spirit in all circumstances.

Issued in.....on..... signature

Dealing with Interpersonal relations

Intimidating personality:



Role Play

Characters:

- 1. Ms Noura (Teacher)**
- 2. Ahmed (Student)**
- 3. Ali (Student)**
- 4. Dr. Bashir (Intimidating Administrator)**

Scene: This role-play occurs in a school office where Ms Noura (Teacher) is discussing a student matter with the administrator, Dr. Bachir, while Ahmed and Ali are present. You can name the students' problem.

Characters:

1. Ms Noura (Teacher)
2. Ahmed (Student)
3. Ali (Student)
4. Dr. Bachir (Intimidating Administrator)

Role-Play: Scene: This role-play occurs in a school office where Ms Noura (Teacher) is discussing a student matter with the administrator, Dr. Bachir, while Ahmed and Ali are present. You can name the students' problem according to your own interests.

Ms Noura (Teacher) has requested a meeting with Dr. Bachir regarding a classroom issue involving Ahmed and Ali. Ahmed and Ali accompany their teacher to the meeting.

Ms Noura (Teacher): (respectfully) Dr. Bachir, I'd like to discuss the recent incident in my class with Ahmed and Ali. I believe open communication can help resolve this issue.

Dr. Bachir: (intimidatingly) Ms Noura, we don't have time for these problems. This needs to be sorted immediately. Your class should be more disciplined.

The students, Ahmed and Ali, feel uneasy as they sense the tension in the room.

Ahmed: (softly) Ms Noura, we didn't mean for this to become a big issue.

Ali: (nervously) Yeah, we're sorry.

Dr. Bachir continues to use an intimidating tone and body language.

Dr. Bachir: (firmly) Ms Noura, your class needs to shape up, or there will be consequences.

Ms Noura maintains her professionalism.

Ms Noura: (calmly) Dr. Bachir, I understand the seriousness of the issue, and I'm willing to work on it. However, it would be helpful to have clear guidelines on how to address such matters moving forward.

Discussion questions to analyze the act of each character:

- 1. How did Dr. Bachir exhibit intimidating behavior?**
- 2. How did Ms Noura handle the intimidating administrator?**
- 3. How did the students, Ahmed and Ali, feel during the meeting?**
- 4. What could Ms Noura and the students do to address the issue of intimidating behavior by the administrator?**

Intimidating personality:

- **Definition:** Intimidators are individuals who use aggressive or manipulative tactics **to assert control or power over others** in academic or workplace settings.

Scientific Evidence: Research, such as studies on workplace bullying, has shown that intimidation and workplace aggression can have detrimental effects on individuals' mental health, job satisfaction, and overall well-being (Lutgen-Sandvik, et al., 2007).

**Burned by Bullying in the American Workplace:
Prevalence, Perception, Degree and Impact**

September 2007 · Journal of Management Studies 44(6):837-862

DOI:[10.1111/j.1467-6486.2007.00715.x](https://doi.org/10.1111/j.1467-6486.2007.00715.x)

Source · [RePEc](#)

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Analysis

How did Dr. Bachir exhibit intimidating behavior?

Psychological perspective

Dr. Bachir exhibited intimidating behavior through his **tone, body language, and firmness**. He used his **authority to create a power imbalance** in the room, which can lead to **feelings of fear and discomfort** among the students. His intimidating demeanor could trigger stress responses in the students and affect their emotional well-being.

Ethically, this behavior could be seen as **an abuse of power and a violation of the students' rights to a safe and respectful learning environment**.

What is his inner desire try to understand the Maxim behind Bach's act?

How did Ms Noura handle the intimidating administrator?

Mr. Johnson responded to Dr. Rodriguez's intimidating behavior with **professionalism and calmness**.

This is a psychologically sound approach as it helps in **de-escalating the situation**.

From an ethical standpoint, Noura response is commendable as he models respectful and **constructive communication** for the students, demonstrating the importance of addressing conflicts with composure and seeking solutions through open dialogue.

What could Noura and the students do to address the issue of intimidating behavior by the administrator?

From a psychological perspective, Mr. Johnson could engage in a constructive dialogue with Dr. Rodriguez outside the presence of the students to address the issue. He could express his concerns and suggest alternative, more respectful communication methods. The students, Emily and Alex, may benefit from discussing their feelings with a counselor or trusted adults to process their emotional responses to the situation.

What could Noura and the students do to address the issue of intimidating behavior by the administrator?

Ethically, Noura could consider raising the issue with higher authorities or **the university's ethical committee** if the intimidating behavior persists.

The students should also be encouraged **to report any instances of intimidation to the university administration**. Creating an environment where intimidation is not tolerated is essential to ensure the ethical and psychological well-being of all individuals in the Academic community.

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Critics:

Critics are individuals who are often skeptical or critical of ideas, proposals, or work, and may express disagreement or dissent.

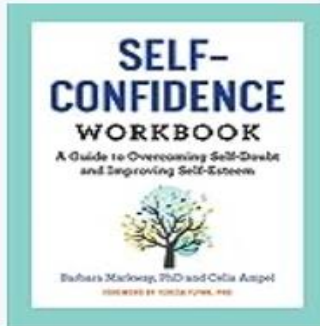


Dealing with Critics:

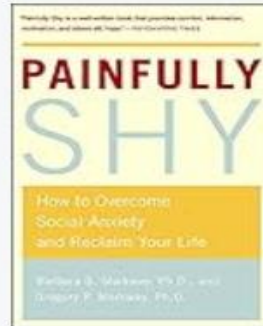
Engaging with critics can be productive when done with an open mind. Encourage a culture of open feedback.

<https://www.psychologytoday.com/intl/blog/living-the-questions/201503/20-expert-tactics-for-dealing-with-difficult-people>

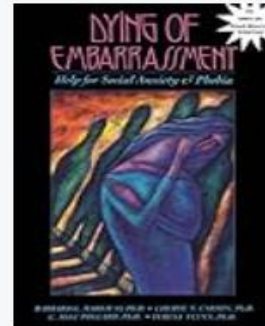
Books by Barbara Markway Ph.D.



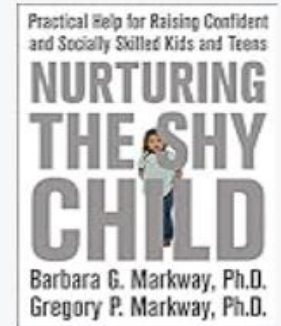
The Self-Confidence Workbook: A Guide to Overcoming Self-Doubt and Improving Self-Esteem



Painfully Shy: How to Overcome Social Anxiety and Reclaim Your Life



Dying of Embarrassment: Help for Social Anxiety and Phobia



Nurturing the Shy Child: Practical Help for Raising Confident and Socially Skilled Kids and Teens

- **Listen.** Listening is the number one step in dealing with "unreasonable" people. Everyone wants to feel heard. focus on what the other person is saying, not what you want to say next.
- **Stay calm.** When a situation is emotionally charged, it's easy to get caught up in the heat of the moment. Monitor your breathing. Try to take some slow, deep breaths.

- **Don't argue or try to convince the other person of anything.**
- **Reflect respect and dignity toward the other person. No matter how a person is treating you, showing contempt will not help productively resolve the situation.**
- **Look for the hidden need.** What is this person really trying to gain? What is this person trying to avoid?
- **Look for others around you who might be able to help.**
- **Don't return anger with anger.**
- **Set limits and boundaries.**
- **Don't act defensively.**



Thank you