



## – Chapter VI –

# University relations

# **Definition of the Concept of University Relationships**

Human beings are considered "beings of relationship." This dimension profoundly constitutes us because we originate from a relationship. Indeed, the human person in their nature is never self-sufficient; they are driven by an aspiration to give and have a need to receive, much like breathing.

This aspect of the human being also extends into the university context. Thus, there exist relationships among teachers, students, and all administrative personnel. These three relational pairs organize themselves according to three types of situations: the pedagogical relationship, administrative contacts, and social-cultural exchanges.

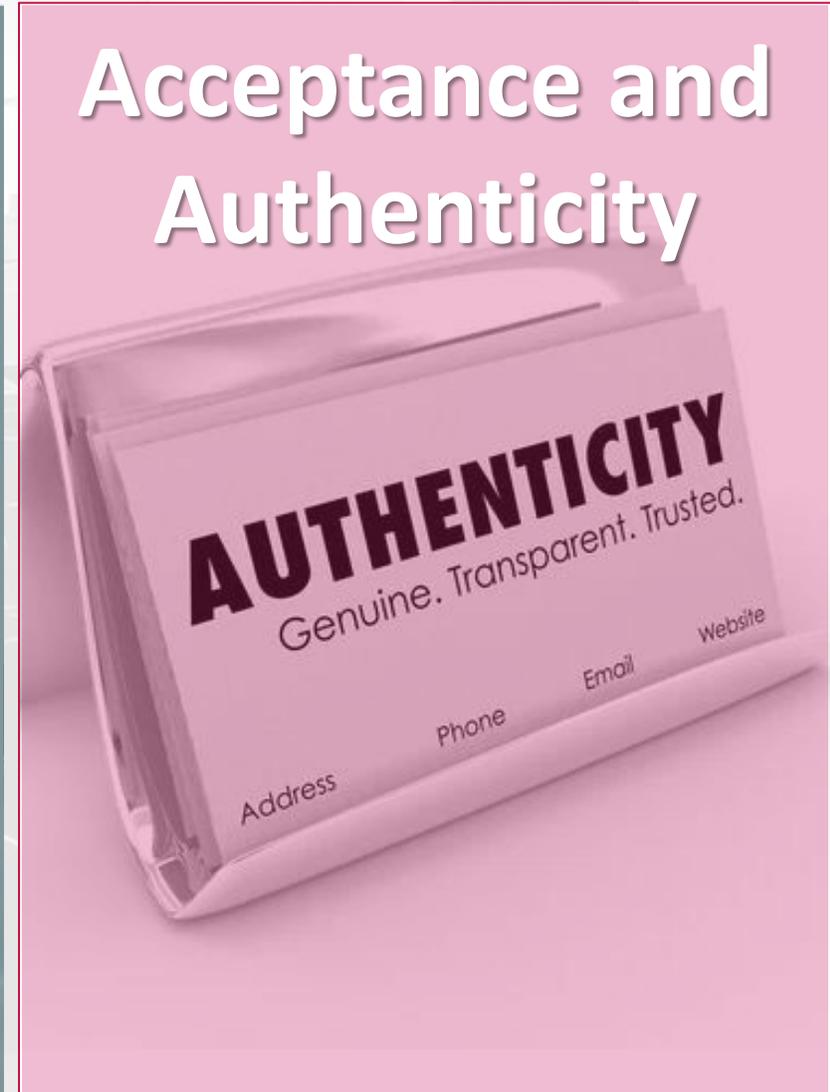
The pedagogical relationship is characterized by the connection between the teacher and the student, but it is also marked by the role of non-teaching staff and influenced by the relationships among students themselves. While social-cultural exchanges determine the socialization of students outside of the learning environment, science and talent alone are not sufficient.

# Student-Teacher Relationship

The intellectual construction of students does not happen spontaneously; students require interactions to learn. The teacher plays a crucial role and leaves an imprint on their development. Pedagogical situations contribute to their intellectual maturity, guidance, and encouragement for greater contributions to the advancement of learning. The student-teacher relationship imposes the following values:

- Respect for dignity and differences, ideas, identities;
- Listening and communication;
- Acceptance and Authenticity.

# Student-Teacher Relationship



# Student-Teacher Relationship



## Respect for dignity and differences, ideas, identities

The concept of **respect** should resonate throughout the university campus, particularly in the **mutual respect** between teachers and students. Respect aims at **embracing** ideas and identities in all their diversity, embodied through a range of attitudes and behaviors to nurture a healthy relationship. Both students and teachers are required to respect class schedules, pedagogical work, break times, and all educational meetings.

# Student-Teacher Relationship



## Respect for dignity and differences, ideas, identities

During debates on sensitive and potentially contentious topics such as the university's situation, assessment of the quality of education, or access to certain spaces for religious reasons and others, ethical considerations demand respect and explicitly prohibit excessive behaviors and offensive remarks. The ubiquity of such language tarnishes the value of respect, necessitating reliance on ethical rules in many situations.

To fulfill the obligation of **tolerance**, every professor-researcher and student must respect the diversity of opinions and origins, prohibiting any act of discrimination based on one's real or assumed origin, affiliation, religion, or political opinions within the scope of the teaching and research mission.

# Student-Teacher Relationship



## Listening and communication

Students should engage in open and respectful communication with the professor. It is crucial to create an appropriate atmosphere and establish a structured framework for meetings that promote exchanges, active listening, communication, and tolerance. All of this gradually leads to a dialogue based on mutual trust

# Student-Teacher Relationship

## Acceptance and Authenticity

As pedagogical experts affirm: “Teaching is first and foremost accepting with humility that students are learning”. Thus, one of the primary conditions of pedagogy is to help teachers become aware of their true mission in an educational setting.



# Student-Student Relationship

University relationships among students often present challenges in organization, given their diverse profiles, experiences, and varied educational backgrounds, especially with the arrival of new high school graduates. This complexity makes their socialization and affiliation to university norms challenging. Entry into higher education signifies a break for new students, involving learning and support for the most part, finding themselves suddenly in a change of pace and more autonomous study practices. A new environment, a new journey that unfolds in a context where human relationships will be new and different. Student-student relationships can be based on the following aspects:

# Student-Student Relationship

Encouraging  
exchanges  
among students



HEADLINE

Engaging in  
group projects

TEAM  
WORK

Cultivating  
mutual  
assistance

# Student-Student Relationship

## Encouraging exchanges among students

These exchanges serve to assist students in need in better integrating into the university community. This exchange process is crucial as it helps students meet, understand how the university works, feel more at ease, and also allows some students to deepen their culture: “talking to each other among students helps with integration and facilitates their studies.”

HEADLINE

# Student-Student Relationship



## Engaging in group projects

Group work is an excellent method, used as a tool to make progress on challenging subjects. It is carried out with a serious organization and efficient facilitation. The idea is to associate, gather, unite energies and skills to mobilize the strength of the collective and produce better results. The goal is to face and solve detected problems and take advantage of opportunities.

# Student-Student Relationship

## Cultivating mutual assistance

Mutual aid is a natural action that involves helping each other freely, assisting people who want to overcome their difficulties, and finding solutions to the problems they face in their lives. It is also a choice of sharing and relief.

This action is based on listening, support, and exchange. A human being must be capable, in their various activities, of satisfying both their personal needs and those of others, of receiving as much as they give, without judgment, which precisely constitutes the essence of a quality relationship.



Dimension éthique et déontologique

# **Student-Staff Relationship**

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The Algerian university is characterized by students' interactions with non-teaching staff, who are not only of an administrative nature but are also responsible for the functioning of teaching itself: audiovisual technicians, scientific preparers, laboratory personnel, information and guidance personnel, library staff, engineers, health services. They are civil servants or contractual agents within the state public service, subject to regulatory provisions applicable to public service, ethics, and university ethics.

## **Responsibility and Commitment**

The realities of 'responsibility' and 'commitment' are constitutive attitudes of human personality essential to life in society within the university. The principle of responsibility is based on a greater practice of the concept of rights and duties. A comprehensive commitment to the notion of responsibility within the campus requires that actions and decisions be based on integrity and evidence. It obliges recognizing the authority and power of each, which must be exercised responsibly and justly.

# Student-Staff Relationship

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## Respect and Rigor

The relationships between para-pedagogical staff and students must be courteous and respectful. This also applies to interprofessional relationships, the basis for supporting students in their university journey. That said, the university remains obligated to fulfill its mission with **intellectual rigor and openness**, respecting the highest standards of **integrity**.

# **Student-Association Members Relationship**

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Dynamics, innovative, friendly, and supportive, student associations are a vibrant life full of opportunities to experience great moments of conviviality, commitment, and campus dynamism. They allow young people to organize themselves to put their skills and boundless energy into practice! These associations help promote students' access to culture, education, and leisure, as well as events, humanitarian and social activities, journalism, and sports. They also serve to assist students with all their concerns within the university, such as access to student housing and many other requests.

Associations generate a lot of involvement. Through determination and teamwork, students will be able to go beyond their educational goals. It is a mutually beneficial connection that allows for openness to one another, fostering diversity, mutual assistance, mutual respect, and unleashing creativity. This relationship is subject to regulations.

# Student-Association Members Relationship

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## Rules to Follow

- While students are free to join a political party, a trade union, or an association, the public expression of their opinions, especially when expressing their political, union, or religious convictions, is subject to strict adherence to the obligation of neutrality in their education.
- Thus, a charter aimed at defining the approval of student associations within establishments will contribute to the development of associative life and its influence on campuses. This charter should establish the rights and duties of signatory student associations vis-à-vis their institution.
- Members of the association are then required to respect the space availability agreement. The president of the student association is responsible for postings and distributed documents.