ACADEMIC GOVERNANCE AT THE UNIVERSITY SALAH BOUBNIDER CONSTANTINE 3

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Abstract

University governance seems to have undergone many changes, often associated with economic and/or political crises. Until the 1960s, universities were mostly "ivory towers" run by academics and designed for a specific social category, the elite. In the case of Algeria, it is the government that intervenes in the financing and management of higher education institutions. The idea of reforming the governance of academic institutions is not a passing fad or a project linked to a power process or a party or union agenda. This idea has emerged slowly, with the deepening disintegration of the university system from within and the current emergence of a global transformation movement at the top of various institutions. This work aims to present the main characteristics as well as the strategy of the reform of Higher Education in Algeria.

Keywords: University governance, higher education, scientific research, strategy, reform.

INTRODUCTION

Several reforms have taken place in Algerian universities, particularly in the field of university governance. The concept is still relatively recent in Algeria, it concerns the way universities and Higher Education and Scientific Research systems define their objectives and implement them, as well as the management of their institutions in order to monitor the results. Freedom of expression and accountability are the key words of good governance, improving transparency and accountability of public policy actors are the main obstacles to improve governance, as well as the awareness and participation of civil society in public affairs, which fundamentally contribute to improve governmental accountability, especially regarding the results to be achieved and the quality of public services.

The Algerian higher education sector has its own characteristics that we will try to clarify: 1) a highly centralized system, The Algerian higher education system is characterized by a high degree of centralization, including state involvement at all levels and the absence of the private sector, etc. This centralization will have a particularly strong impact on university life (WORLD, 2012). 2) The reform of higher education, The main objectives of the reform are the professional and efficient integration of graduates whose employability is an important issue for young graduates. Its integration into the socio-economic environment confirms the quality of education at the university.

The reform of higher education through the MESRS is essentially composed of two parts: 1) Adapting and updating the different educational programs through the generalization of cross-curricular teaching, the opening of courses with the introduction of optional courses and multidisciplinary diversification, a re-evaluation of practical work, internships, projects and personal work of the student. 2) Implementation of a new training architecture by introducing the license/master/doctorate system (LMD), which is essentially based on the following elements, licensed training for all sectors (except medicine), a greater professionalization of some training (professional qualification and master), semester-based, creditable and transferable teaching units. With the implementation of the LMD system which started in the academic year 2004/2005 and the opening of 10 training areas in 10 institutions for 761 students, the universities have awarded degrees with 180 credits (first cycle) since 2004, with an additional 120 credits (second cycle) and also a doctorate (third cycle). The Bachelor's or Master's degree is divided into two tracks, academic or applied, i.e. specialized/technical (WORLD, 2012).

In 2017 there was the launch of three private institutes in Algeria IMAA, the Algerian-American Institute of Management Algero-American of Algiers, which was opened for the 2017/2018 fiscal year, MDI Business School, located in Algiers also, the third institute is located in Blida. It is specialized in foreign languages. In 2018 The INSIM Group opened the doors of its School of Management in Tizi Ouzou (EMTO), a higher education institution approved as part of the opening of the university to private investment.

METHOD

The Algerian university network has evolved significantly, especially after the 2002 reform, following the work of the national commission for the reorganization of higher education which underlined the presence of several dysfunctions and an important deficiency in the system of Higher Education. They concern in particular the absence of relation between the university and its socio-economic environment, an inadequacy and a gap between the university training and the needs that the

job market requires, and especially the difficulty of insertion of the young graduates coming from the Higher Education. This has led to major problems concerning the visibility and international readability of degrees obtained in Algeria, and a university research disconnected from reality.

RESULT AND DISCUSSION

The essence of the governance of Algerian universities is drawn from the online work of Pr DJEKOUN, To raise the issue of university governance in Algeria, it is necessary to outline the key elements that characterize the Higher Education, particularly with regard to its development strategy, as well as the ability to determine its size at the national level, the place occupied by each university institution in its socio-economic environment and its impact on governance (DJEKOUN, A, 2012).

For this purpose, an action plan has been elaborated by the State in order to adopt an adequate solution which is essentially based on the elaboration and the implementation of an efficient strategy at two levels (WORLD, 2012, p. 6).

At the national level

It aims:

1) The deployment of a university network throughout the national territory,
2) The realization of university infrastructures and the installation of equipment through
3) 03 five-year plans (2000-2005, 2005-2009, 2009-2014)" (DJEKOUN, A, 2012, p. 10),
4) The reinforcement of the educational system, the scientific, administrative and technical supervision,
5) The improvement of the governance of educational and research institutions,
6) The dissemination of a new statute better adapted to the current context for a new reorganization of universities,
7) The implementation of a revision of the teaching characterized by:
8) The merger between universities and companies,
9) The more active and effective participation in the sustainable development of the country and the construction of the knowledge society,
10) The development of scientific research and innovation,
11) The introduction of good practices."(DJEKOUN, A, 2012, p. 10)

On an international scale

Higher education had aimed to be part of a process of internationalization of its sectors in order to face the challenges of globalization, and to align itself with other countries, through several programs including that of UNESCO (DJEKOUN, A, 2012, p. 10). This reform had allowed for the period of 2004-2012 to:

1) To provide Algeria with a substantial university network, covering practically all the wilayas, to offer trainings with the LMD system which aim at a professionalization of the new graduates,
2) To introduce new techniques of distance learning, the E-Learning,
3) To generate and create competition and competitiveness between the different institutions of higher education,
4) To promote the poles of excellence by the creation of a system of schools (higher, normal, etc.) (DJEKOUN, A, 2012, p. 10)

5) To develop and instruct an ambitious training program which aims at training the various doctoral students, by the launching of doctoral schools, and a setting up of more than 1117 research laboratories.

Note that Algeria has more than 36,000 active researchers through 1470 laboratories and research centers, which are supervised by more than 2,600 researchers, said the Director General of Scientific Research and Technological Development at the Ministry of Higher Education and Scientific Research.

1) Establish an exceptional national program of training abroad (NPE: National Education Project) and a mobility program abroad for teachers,

2) The revitalization and diversification of inter-university cooperation and implementation of international cooperation programs with regional and international organizations.

The Fields Of Governance at Salah Boubnider University in Constantine 3

The university thus has an important role to play within the city, whether in terms of its planning or the configuration of its spaces, and above all it obeys a rather particular type of governance. As far as governance at UC3SB (University Constantine 3, Salah Boubnider) is concerned, it involves four distinct aspects, the field of education, the field of research, the area of university policy and strategy, and university life.

Area of training

It concerns to the definition of the training offer and its management (pedagogical support: Domain, Sector, Specialty), the accompaniment of students in their training (Mentoring and Orientation System), evaluation, review and improvement of the content by the field team, control of the student's knowledge and learning (evaluation of their skills and follow-up of their professional trajectory), professional orientation and integration (New university mission: Career Center, House of Entrepreneurship, Student Professional Project, etc.), Doctoral training (DS : Doctoral Schools, Organization, mobilization and federation of the means for developing the institution's scientific and research capacities), Lifelong learning (Responsibility and contributions of the university towards the socio-economic sectors to improve their performance (Safitri & Hasibuan, 2018).

Area of research

It concerns: 1) the organization, structuring and design of research development (research teams, research laboratories, fully autonomous research units). 2) scientific relations and partnerships (policy and capacity to develop scientific collaborations through various national and international research programs, mobilization of specialized human resources, researchers, etc.) 3) Promotion of research (Publications, scientific events, incubators, subsidiaries, companies: parameters to improve the visibility and readability of the university and its capabilities) (Safitri et al., 2022).

Area of university policy and strategy

It concerns: 1) the information system (Important elements of university governance through the development, integration and generalization of ICT (Internet Communication Techniques) use, management and access to information), 2) Policy-making conditions (Consultation and involvement of the different university components: Administrative Councils, University Scientific Councils, Scientific Councils, faculties and departments, etc.); 3) the organization and management of components and services (institutional and functional); 4) the management of support functions in the service of missions

(development of efficiency, autonomy and evaluation of these functions in order to improve their services according to the priorities and missions of the institution), 5) quality procedures (setting up of the QA unit (Quality Assurance) whose mission is to establish an evaluation process for all university activities: pedagogical, scientific and management with the application of the quality assurance standards of the establishment (Mansah & Safitri, 2022).

Area of University Life

This includes:

1) the reception and support of students and staff (university works for students and social works for employees),
2) cultural and scientific activities (organized around scientific and sports clubs and associations, complementary spaces to the pedagogy allowing to propose civic activities, to develop the students' capacities to promote their professional projects and their knowledge of the company and the expression of their talents)
3) the experience, working and study conditions of university actors (health, hygiene, safety, leisure, etc.)
4) social responsibility: (ethics, citizenship, equal opportunities, sustainable development),
5) open spaces for debate, ethics and deontology committees, university participation in local development, respect for the environment (DJEKOUN, A, 2012, p. 14).

CONCLUSION

At the end of this article, and through this information, we can say that governance at the level of our Algerian universities is gradually emerging in the majority of them.

In the case of Salah Boubnider Constantine 3 University, we have been able to detect the beginnings of an embryonic governance that is in the process of development. This university, which represents the largest university pole in Africa, is located within the territory of Constantine and has a real potential.

This is primarily a willingness of the state to boost the universities towards a better future, but also the involvement and total investment of all the bodies involved: teachers, administrative, students and staff, who advocate for better visibility and attractiveness, including the establishment of good governance, in order to align with development at the national level.

The primary objective is to boost the university towards a competitiveness with other Algerian universities. The University Constantine 3 is a young university, it has a lot of responsibilities given its size and the number of its staff, but we have detected within it a significant potential, it should also be noted that the older institutions are more responsible and more participatory, given their field experience and their backward steps.

However, there are obstacles, namely that the Salah Boubnider University, like its Algerian counterparts, is financially dependent on the State, which comes exclusively from government funds, and suffers from a lack of financial autonomy, which has a considerable impact on its economic management.

The fact also, that there is a great lack of consultation and consultation between the university and the actors namely: the representatives of the civil society, those of the private sector and the

industry, they are only rarely present, contrary to other foreign universities, or the actors are strongly solicited and involved. The goals and objectives of these Algerian institutions are mostly decided by the state and the university's leaders (board of directors, president). The governance of the University of Constantine 3 is similar to that of its counterparts, but it also has its own particularities, particularly in terms of training and research.

In order to establish good governance within the university, all its actors must be strongly involved and concerned by it. It must be the subject of serious reflection, whether on the part of the State or the university community, in order to strengthen its capacities and potential at the level of human resources, means, and the acquisition of good practices.

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