Living Values Project

A self-evaluation instrument for universities
Agenda

- Introduction and definitions
- Using values
- Challenges with values
- The Living Values Project
- Summary
Introduction and definitions
Why values are important for universities

• Faster pace of change, globalisation, more diverse expectations from wider range of stakeholder → greater uncertainty

• Values guide universities’ development and enable creation of the future they want

• Based on international experience built up over centuries

• Magna Charta Universitatum
Values

• Autonomy
• Academic Freedom
• Equity
  – Equality of opportunity
  – Equal access
• Integrity
  – Wholeness
  – Openness
  – Transparency
• Others?
  – global citizenship;
  – national unity;
  – creativity;
  – making a difference;
  – confidence;
  – enterprise;
  – social responsibility;
  – academic rigour and excellence.
Values: some definitions

‘Principles or standards of behaviour; one's judgement of what is important in life’

‘Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations’.
Synonyms

principles, standards,
moral principles, moral standards,
ethics, code of behaviour,
moral code, rules of conduct,
moral values, standards of behaviour
Moral compass
Moral compass
Morals
moral values,

Issue of language in the context of the culture of a society
Example: KUL Values

Rigour, curiosity, excellence and originality
Innovation, creativity and enterprise
Consideration, courtesy and collegiality
Breadth, diversity and individuality

From Kingston University, London
GCU Example

Values and Behaviours

- Mission
- Vision
- Values

Mission

‘University for the Common Good’

Values

- Integrity
- Creativity
- Responsibility
- Confidence

Glasgow Caledonian University
Other Examples of Values

• Freedom of Speech
• Caring for students
• Caring for staff
• Research Excellence
• Achievement
• Global and cultural awareness
• Transparency
• Relevance
• Others?
Values opposing ‘negative’ practices/behaviours

• Opposed to corruption
• Opposed to plagiarism
• Opposed to fraud
‘Fundamental values’ are defined as those set out in the Magna Charta Universitatum (MCU)

The text, in 49 languages can be seen at http://www.magna-charta.org/magna-charta-universitatum
Summary of MCU Values

• the university is an autonomous institution;
• the research and teaching must be morally and intellectually independent of all political authority and economic power;
• teaching and research must be inseparable; there must be openness with freedom for staff and students with concomitant responsibility to society.
‘Fundamental and Institutional’ values

- Fundamental Values = MCU
- Institutional Values = those articulated by institutions around the globe as part of an institution’s strategic planning process, which guide the strategy and behaviour of an institution in achieving that strategy.
- Values are contextual
- Local differences to be understood in a global context
Context: What is higher education for?

 Universities are among the longest established organisations world-wide 900 years +

• Teaching
• Skills development
• Socialisation
• Developing character
• Research
  – Pure (New knowledge)
  – Applied
• Cultural perpetuation
• Perpetuation of values

“Education is not the learning of facts, but the training of the mind to think”

• Economic development
• Knowledge economy
• Knowledge transfer
• Innovation
• Making money
• Serving the Professions
• Reducing unemployment
• Other purposes?
Impetus for considering values

• Challenges or crisis – City Values and GCU and other cases

• Start-up – British University in Dubai case

• Pro-activity and value-based leadership
  – Values articulated as part of a strategic plan
  – Keeping principles to the fore and .......
  – Putting them into practice and .......
  – Reviewing the extent to which we have been successful
Using Values in practice
Values in Governance and Leadership

• Strategic plan – expression of leadership
  – Mission
  – Vision
  – Values
  – Operational plans
  – Budget - Etc.

• Governance and leadership process
  – Context for difficult decisions
  – More profound basis for challenge
Values re Stakeholders

• Stakeholders
  – External
  – Internal

• Values
  – Facilitate discussion
  – Deepen commitment
  – Build trust
  – Give confidence re accountability
Values in Governance

• Basis for deep discussion
• Facilitate autonomous operations
• Basis for behaviour
• Grounds for confidence and trust
• But need:
  – Clear communication
  – Consistent application
  – Buy-in from all actors
Value for internal leadership

- Alignment of university as a whole and departments (through discussion and consensus)
- Alignment of university and student organisation’s activities (ditto)
- More effective delivery of the strategic plan
Value for curriculum and teaching methodology

- Feeds into graduate attributes
- Informs teaching and learning methodology
- Links to community engagement
  - By university
  - By students
- Makes students more employable
- Increases engagement with employers and societal bodies
Value for effective engagement with staff

- Recruit staff aligned with values
- Deeper commitment – feel more ‘a part of the university’
- Especially if
  - staff involved in formulating/refreshing values
  - Reward system recognises putting values into practice
  - Promotion depends on demonstration of values
Value for effective engagement with students

• Express uniqueness of university
• Recruit students aligned with values
• Deeper commitment – feel more ‘a part of the university’
• Students are best ambassadors for the HEI
• Especially if
  – students involved in formulating values
  – Recognition given for putting values into practice
Challenges of Values
Challenges of values

• Achieving agreement on what they are to be
  – Balancing diversity of interests etc.
• Engaging staff and students with them
• Knowing the extent to which they have been implemented
  – Subjective
• Others?
Risks of Values

• Selecting inappropriate values
• Not having procedures in place to ‘recognise’ them in practice
• Setting high values and failing to live by them
  – attracting negative press
  – Possible reputational damage
The MCO
Living Values Project
Purpose

• To enable universities to review
  – their values and
  – the extent to which they are living them

• To evaluate where reforms are desirable

• To aid the implementation of reforms
MCO’s Method

- To prepare a draft self-evaluation instrument
- To pilot it
  - Universities with different missions/locations
  - Supported by Ambassadors
  - Plenary meeting
- Revision of draft instrument
- Launch in Salamanca, September 2018
Process in universities

• Briefing with ambassadors
• Project planning
• Training of team
• Engagement with
  – Staff
  – Students
  – Stakeholders

• Via
  – Briefings
  – Questionnaires
  – Web-page
  – Open meetings
  – Committees
  – Focus groups etc.

• Report with recommendations
• Implementation of reforms
Diagnostic survey/questions

• Identification of key values
• For each
  – Whether the present situation is satisfactory
  – Any difficulties with the implementing the value, if so,
  – their origins/nature and source (external or internal)
  – The consequences of the difficulties
  – What action could or should be taken to remove or alleviate the difficulty
Reminder of Values

• Autonomy
• Academic Freedom
• Equity
  – Equality of opportunity
  – Equal access
• Integrity
  – Wholeness
  – Openness
  – Transparency

• Others?
  – global citizenship;
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  – confidence;
  – enterprise;
  – social responsibility;
  – academic rigour and excellence.
Domains of each value: for example - autonomy

• Academic domain
  – (student selection, curriculum, language of instruction, partnerships etc.)

• Organisational domain
  – (legal status, organisation, governance etc.)

• Financial autonomy domain

• Physical resources domain

• Human resources domain
Summary:
the value of values
(or why is this project important)
The value of values (summary) 1

• Help to define DNA/uniqueness of the institution
• Guide development of the university
  – especially in uncertain times
• Enriches governance
• Aids leadership of university
  – Via strategic plan
  – Via communication
    • Internally
    • externally
The value of values (summary) 2

• Builds trust with stakeholders
  – Greater autonomy
  – Greater commitment
  – More resources and opportunities
• Helps select the right staff
• Builds trust with staff
• Motivates staff
• Builds deeper engagement with staff
The value of values (summary) 3

• Helps attract students who will fit well and perform well
• Engages students with the university
• Informs curriculum and teaching and learning
• Builds deeper links with society
• Enables students to become better ambassadors
The value of values (summary) 4

• Facilitates confidence in
  – Governors
  – Leaders
  – Staff
  – Students
• Facilitates more profound discussion
• Better enables universities to serve society.
Group discussions

1. What part do values play in the leadership of your universities?

2. How might values play a greater part in the leadership of your universities?

3. Are different values appropriate for public and private universities?