The Magna Charta Observatory

LIVING VALUES

Unicamp Pilot project

June 2018

YOUR UNIVERSITY AND <u>ITS MISSION</u>;

The University of Campinas (Unicamp) was founded on October 5, 1966, from a project conceived and established by the physician Zeferino Vaz, aiming for regional development.Since its origin, bringing a significant innovation in the Brazilian context of that time, the institution makes research a qualifying element for the teaching and learning process at all levels, and makes the relationship with society an intrinsic component of the excellence on academic activity. The project of Unicamp responded to the growing demand for qualified personnel in a region of the country that, in the 1960s, owned 40% of Brazil's industrial capacity and 24% of its economically active population.Unicamp is an autarchy, with financial and management autonomy. Unicamp can create its undergraduate and graduate programs, and it is regulated by the State Board of Education. Unicamp's budget is a fixed percentage of taxes from products commercialized in the State of São Paulo, complemented by resources from national and international research projects. In 2017 it was US$ 875,374,369.

The University has approximately 34,000 students, distributed almost equally among the 66 undergraduate courses and 152 graduate programs. Unicamp has 1910 faculty, 99% of them hold a doctorate degree. Around 50 thousand people circulate there daily, including students, professors, staff and users of its hospitals. In five decades, more than 65 thousand young people graduated from its undergraduate courses, and many of the alumni work in companies, government agencies and social organizations, contributing to the economic and social development of this region and many others in Brazil and overseas.

The Mission of Unicamp today is stated as follows:

- To create and disseminate scientific, technological, cultural and artistic knowledge in all fields of knowledge through teaching, research and extension.
- To educate professionals capable of innovating and seeking solutions to the challenges of contemporary society aiming at the full exercise of citizenship.

To cope with its misson, Unicamp has a qualified range of undergraduate programs in the areas of exact sciences, technological, biomedical, humanities and arts. But it is also the Brazilian university with the highest proportion of graduate students - 48% of its student body, guided by the same faculty that teaches undergraduate courses and that, in our archives, laboratories, services, communities, schools and other places, develop the research that made Unicamp known and respected. This system allows the new knowledge is more quickly utilized for critical and academic reflection during the didactic and science activities of undergraduate and graduate students, andcan drive initiatives directed to the societal needs. By emphasizing scientific research, Unicamp contributes to the economic development and well-being of the population, which in turn, through the payment of taxes, maintains the university.

The integration of teaching, research and extension aligns with its innovative and entrepreneurial spirit. This creates a virtuous circle and facilitates the appearance of several extracurricular activities created and managed by the students themselves, represented by junior companies, social initiatives and free pre-college preparatory courses leaded by students, among others, in practically all units. These characteristics give rise to an excellent dialogue with the development supporting agencies, improves the students' relations with industry, government and non-governmental agencies, and their rapid insertion in the productive process. Acting as an authentic "research plant" and as a center for the formation of highly qualified professionals, Unicamp attracted several high-tech industries to its

surroundings. It has also contributed to the creation of companies through the initiative of former students and professors in technological niches where it developed high competence, generating an expressive pole of innovations that radiates throughout the country and produces great and beneficial changes in the economic profile of the region.

Every year, about 966 individuals receive a doctorate degree and 1302 a master degree. Data from 2017 confirms that Unicamp accounts for 8% of academic research in Brazil and for approximately 12% of all master's and doctoral thesis developed in the country. In addition, it maintains the leadership among Brazilian universities regarding patents and number of per capita articles published annually in journals indexed in the ISI / WoS database. Unicamp has shown its relevant contribution since the 1970s, with the development of research of high social applicability. Examples include the computerization of telephony, the development of fiber optics and its applications in communications and medicine and various types of lasers, and the creation and implementation of various health programs and biological control of agricultural pests.

In recent decades, Unicamp has attracted to its surroundings a complex of other research centers linked to the Federal or State Governments, as well as an important business park in the areas of telecommunications, information technology and biotechnology. Located 90 km from the city of São Paulo and with a population of 1.2 million inhabitants, Campinas became, largely due to the existence of this university, one of the main economic and technological centers of the country. Many of the companies - almost a hundred just in Campinas - were born from Unicamp and from the entrepreneurial capacity of its alumni and faculty. They are the so-called "daughters of Unicamp", most of them working in the state-of-the-art technology areas.Unicamp's tradition of scientific research and technology development has given it the status of a Brazilian university that maintains more links with the sectors of production of goods and services. The institution maintains several hundred contracts for the transfer of technology or provision of technological services to industries in the Campinas region. To facilitate this interaction, since 2003 Unicamp has an Innovation Agency, a real gateway for entrepreneurs who seek to upgrade their industrial processes, update their human resources or incorporate the results of the University research into their production lines.

We must also mention a remarkable number of studies and projects in the field of social and political sciences, economics, education, history, languages and the arts. Most of these research projects have not only contributed to broaden our understanding of Brazilian society, but also provided clear social benefits and drove public policies, in the field of women's rights and health, as well as the leadership in the revised history of work and slavery in Brazil. Furthermore, Unicamp has been characterized by its strong links with society through its outreach activities, especially through its wide area of health. Its large secondary and tertiary care hospital units located on and off Campinas campus, make Unicamp the largest medical and hospital center in the interior of the State of São Paulo, covering a population of five million people in a region of almost a hundred municipalities.

The external environment has intensified the search for greater integration of the university with the society, and help answering its demands, while improving the university's financial health. One of the actions aimed at responding to the needs of the society, seeking to fulfill its commitment of social responsibility, was the amplification in the forms of access, increasing the admission of students from lower socioeconomic strata, indigenous, and black-brown population, through several mechanisms.

The usual way to access undergraduate courses at Unicamp is the so-called "vestibular", the examinations that select the best students using multiple-choice tests, short essays and essays on current topics. This selection process has privileged the students of families with conditions to pay for private schools in primary and secondary education. Thus, students coming from privileged classes of our society used to occupy most of the vacancies for Undergraduate programs and Graduate programs. Reflecting on its social responsibility, since 2004, Unicamp has an Affirmative Action and Social Inclusion Program (PAAIS), which gives bonuses to students who have had high school studies in public and free-for-charge schools. In 2011, it also implemented the Higher Interdisciplinary Education Program (ProFIS), which gives vacancies in a two-year sequential course for the best student from Campinas public high schools, evaluated by the National High School Examination (Enem). Upon completion, based on their academic performance, students have the possibility of choosing available vacancies in the various undergraduate courses at the university. In 2019, ethnic-racial quotas will be implemented, as well as bonuses for studies in public schools, including the elementary education (2nd cycle of basic education), and use of Enem performance, facilitating the selection of talents from all over in Brazil.

In addition to access, Unicamp has an extensive program of student´s support for permanence and academic success. This program is based on scholarships for scientific initiation, extension and social support projects, housing assistance, and student housing vacancies, university restaurants with subsidized cost and exemption for lower-income students, clinical, dental, psychological and psychiatric health services for students, as well as pedagogical and academic support. It is also searching for strategies to improve student performance and completion rates through monitoring and publicizing undergraduate students flow indicators, supporting each educational program manager (course coordinator), and demanding a cycle of curriculum review, adding more collaborative and inclusive educational practices, providing professional development supporting teaching, leadership and management.

Unicamp supports the Sustainable Development Goals Agenda (ODS), established by the United Nations in 2015, which expects transformation until 2030, focusing on 5 "P" (people, planet, prosperity, peace, partnership), spread out in 17 goals. The ODS were believed to be an inspiring framework for policies and actions inside Unicamp. As described before, Unicamp has long adopted Goal 4, "To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", with particular emphasis on objectives 4.3 to 4.7, including 4.b and 4.c:

> **4.3**- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
>
> **4.4**- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
>
> **4.5** - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
>
> **4.6**- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.8- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.9- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

4.10- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

WHAT WERE/ARE YOUR INSTITUTIONAL VALUES?

Our **Principles**, guided by our **Values**, which must be assimilated and drive our institutional policies and practice until now are:

- To act with agility, clarity, visibility, competence, flexibility and adaptation to any specificities or changes;
- To cultivate the interdisciplinary dialogue;
- To cultivate the humanistic values;
- To develop leadership skills;
- To stimulate a critical and reflective ability;
- To exercise and stimulate creativity and innovation capacity;
- To promote sustainability.

WHY DID YOUR UNIVERSITY DECIDE TO ENGAGE IN THE PILOT PROCESS?

The University must be in tune with society, supporting its cultural, scientific and technological development. To do so, it must contribute to the preparation of critical and transformational agents, producing research for advancement of scientific knowledge, and sharing the advances with society and learning and being inspired by its demands. In fact, the ultimate purpose of the university rests on this interaction.

Since its inception, Unicamp relies on several premises and values. One of the main ones is the university autonomy, aiming to guarantee that the production and diffusion of knowledge and the formation of people may happen freely, in spite of any political, economic and ideological pressure. In addition, it must seek the integration of the three main academic activities: preparation of highly qualified human resources, advancement of knowledge and the contribution to the society where it is inserted (teaching-research-extension tripod). Another

premise is that the University must guarantee to the students the exercise of citizenship and adequate conditions for personal development.

The institutional evaluation must give subsidies for the validation of these premises. However, the existing processes do not directly answer how much the internal Unicamp community consider these values. Also, it is not clear how much of the demands and values of the ever changing society are affecting Unicamp goals and policies. Can we say that the university autonomy we enjoy allows us to move forward in terms of our interaction with the Internal and External Community? Can we identify the scope of our contribution to society, beyond offering a large number of graduates and scientific publications?

Officially, we have processes that clearly define our mission, our principles and our values. Nevertheless, we cannot assess how many students, faculty members and staff are conscious of these elements when choosing Unicamp. The number of candidates who register for the Unicamp Entrance Examination – Vestibular –was over 80,000 for 3,340 posts in 2018, andgrows every year. An important element contributing to this grows is the said to be its openness to diversify the students accessing the university, through a bonus system, and reaching out potential candidates from different origins. We certainly do not know if they seek its underlying values and opportunities, the prestige of the institution, its gratuity or a combination of all these.

Besides these intrinsic aspects, the international agenda on sustainable development goals, the recent sociopolitical national environment, and the growing focus on social accountability, specially taking in account the condition of Unicamp as a public, and free-for-tuition charge state institution, demands a revision of the values underpinning itsinternal policies. The participatory process of revising if the defined values are live and practiced by all groups, at all levels (students, faculty members and staff), can bring to surface important debates and align expectations which may help reorient Unicamp directions and its mission on education, research, and extension to society. In this sense, the pilot project of Living Values by *Magna Charta Universitatum* provides a unique opportunity and comes in perfect timing to help advance this relevant discussion.

We need to align carefully the pilot project for restating our values, with Unicamp evaluation process and new cycle of strategic planning, in order to turn these values into practice through strategic institutional project directing our activities on education for undergraduate and graduate students, research, and extension to the society. The opportunity to bring the discussion of these values to the table can inspire and illuminate the actual demand on curriculum revision and educational practices, which must reflect the values agreed on. The unstable sociopolitical situation of Brazil, at this very moment, can affect and influence the project somehow, with some groups devaluing the relevance of the discussion, while the leading managers can see a special role for this pilot project at Unicamp at this very moment to help bring values, besides facts, to reorient the goals of the institution.

To what extent and in what ways was your university's involvement in the project linked to the development or implementation of its strategic plan?Please comment on any issues.

The strategic planning at Unicamp is well developed and involve representative members of all categories. It is an intense process which define or redefine our Mission, Principles and Values for the next five years. As part of "Unicamp personality" we search constantly for

improvement. As such, Unicamp is committed to establish and follow indicators, and to be submitted to required and volunteer external evaluations.

In the early 1990s, Unicamp carried out its first experience of Institutional Evaluation of Teaching and Research Units, in a process called **Projeto Qualidade para a Unicamp**. This project implemented a proposal of qualification and regular monitoring of the teaching performance using faculty member portfolios, which constitute reports and reflection on teaching activities, research, extension, and academic or services administration under the University umbrella. These reports are evaluated by peers at different levels, starting from the department of origin, then through the teaching and research unit, and finally in the Internal Chamber of Faculty Development, at progressive intervals of 3 to 5 years.

The Institutional evaluation was revised in the early 2000s, in compliance with the deliberations of the State Education Council, the body responsible for supervising and accrediting state universities. It generated reports covering the periods of 1999-2003, 2004-2008 and 2009-2013. Later, the process assumed a deeper self-reflection through the Strategic Planning Commission (COPEI), followed by deliberations from the University Council (CONSU). COPEI, instituted at 2002, seeks to articulate the processes of evaluation and planning, advising the Presidency, under the General Coordinator, the vice-president of Unicamp.

The Institutional Evaluation is based on recognized indicators of academic and scientific merit, using external and internal definitions, taking in account all areas of activities (research, undergraduate and graduate education, extension and administrative and academic management), with the participation of qualified peers from inside and later other university institutions. It must essentially be a facilitator that enables the diagnoses and consequent recommendations to guide policies and actions, aiming at the maintenance of excellence in all areas of activity of the University. The institutional evaluation has allowed the mapping of strengths and weaknesses, giving support to Strategic Planning, with efficiency and optimization of resources.

Giving sequence to the process, the cycle of implementation of strategic planning supported by the Institutional Evaluation of the period 2009-2013 is coming to the end. The instruments for data collection and processes are under review, seeking tohelp the alignment of Teaching and Research Units and of the Technical High Schools to the Strategic Planning. The General Coordination of the University, which holds the presidency of COPEI, responds for these processes. There is a complimentary Interdisciplinary Activities Committee, advisory body of the University Council (CAI / CONSU), carrying out the corresponding process related to the interdisciplinary research centers linked to the Presidency.The current cycle of Strategic Planning 2016-2020, based on the results of the diagnosis of the Institutional Evaluation 2009–2013, holds the following main components: Organizational Identity (Mission, Vision, Principles and Values), Strategic Areas, Corporate Strategies and Programs (http://www.prdu.unicamp.br/areas2/planes/planes/arquivos/planes-2016-2020).

In 2010, besides the regular external evaluation by the State Council on Education, Unicamp voluntarily joined the National System of Evaluation of Higher Education (Sinaes), where it holds the top position as a university. It is a system established in 2004 by the Ministry of Education (MEC) to assess the quality of higher education institutions and their undergraduate courses, including students' academic performance in three-year cycles. Also, we had voluntary participated, in 2010, in the Supporting Quality Teaching in Higher Education project, designed by the Organization for Economic Co-operation and Development (OECD).

We believe that participating in this pilot project can show us if our Mission, Principle and Values, defined by strategic plan are real living values in our university, and if the community can recognized them in our actions and results. It also gives opportunity to a better alignment among the different social groups perceptions and goals. Finally, Unicamp is seeing as an inspiring academic institution, always seeking for innovation, also in social and institutional issues. Opening space to reflect on the perception of the community inside and outside the campus and putting revised academic values on spot can help not only Unicamp to redirect its projects and actions, by also to inspire others to do so.

HOW DID YOU GO ABOUT THE PROJECT?

The Unicamp Living Values Project has been managed by an interdisciplinary team composed by Marcelo Knobel (Rector), Eliana Amaral (Vice-Rector for Undergraduate Programs), Dora Kassisse (Rector Advisor); Ana Maria Carneiro (Researcher at the Center for Public Policy Studies), Ana Maria Almeida (Vice-Coordinator at the Entrance Examination Office), Neri Barros (Coordinator of the "Pact for Peace and Diversity" Project), Soely Polydoro (Coordinator of the Teaching and Learning Office). The rector participated since the very beginning and heads the process. In fact, it was his initiative to include Unicamp in the pilot process. The central administration (institutional leaders) was involved as well as researchers and specialists in public policies, diversity, campus climate, and communication office.

The project was organized in eight stages:

1. Preparation of a reference document with the definition of consensus concepts by the project management group. This document was presented and discussed at the Magna Charta group meeting in Italy in March 2018 by Marcelo Knobel;
2. Workshop on perception of values experienced at Unicamp, with the presence of the facilitator Eva Egron-Polak (Magna Charta Council Member), with Unicamp Administration and other community representatives. The workshop was held on May 15, 2018 (see the report of the workshop at Annex 1);
3. Presentation of the Workshop Results to the Unicamp Central Administration (institutional leaders) for validation and discussion of further steps;
4. Feedback to the workshop participants thanking them for their contribution and sending a summary report with the results of the workshop;
5. Electronic survey with the academic community (faculty, staff, undergraduate and graduate students, external stakeholders)to see theirperceptions about living values, how to improve the actual experience, among other aspects.
6. Preparation of anAction Plan to guide future actions, projects and to reorient programs;
7. Presentation of the Action Plan to the Unicamp Central Administration for validation and discussion of further steps;
8. Workshop for dissemination of the Action Plan.

In terms of stakeholders involved, they were the ones that participated in the workshop [Please refer to the Annex 1 for more details], answering the following questions regarding a set of values:

- Is this a living value at Unicamp? What are the evidences?

- What are the successful experiences on this value at Unicamp?

- What are the difficulties to incorporate this value at Unicamp?

- What actions must be taken to reduce or remove these values?

At present, stage 3 is being scheduled and the survey is being prepared. The delay in the schedule is due to the strike movement that is occurringat the university and has already lasted about a month. Therefore, the central administration is currently overwhelmed negotiating with participants and there is no point on bringing this discussion to the table. The project will continue as soon as the conditions are reverted, expected to occur in July.

There was some resistance in the process, as the discussion of values was seeing in competition with the institutional evaluation process cycle starting, to drive future strategic planning. Nevertheless, the leading team has been able to deal with it and clarify the importance of the project as a source of subsidies for the renovation of strategic planning that will take place in two years from now.

What has changed in your university as a consequence of the project or (depending on how far you have been able to progress) what do you anticipate will change when the pilot project is completed? Have your values changed? If so, what are the new values? Have the ways in which you live (or intend to live) your values changed? (Processes, communications etc?).

The project is in progress. What we can anticipate is an increase of the awareness of Unicamp's academic community about its values and principles. Unfortunately, during the regular course of the years, the community has had few opportunities to discuss what are the main living values, or how they should be.

Being still in stage 3, we are unable at this moment to state if we will live differently or change our processes. We can anticipate the production of an Action Plan to spread discussion of these values that will help the revision of the Strategic Planning, and related processes (communication to stakeholders and institutional evaluation).

It is important to highlight the importance of external stakeholders to this process, and the need for that, under the circumstances of being a public institution, dependent on State taxes, compromised with its social role. After the project is well developed inside Unicamp. It is important to share its results and call external partners to review and comment. One necessary step must be the presentation and discussion at a Consu meeting, where there are representatives from the external community. Giving visibility through diverse university committees and working intensively with communication, it is possible to be closer to other stakeholders, including State of São Paulo governance, general public, etc.

How, or in what ways has your university benefited (or do you expect your university to benefit) from its involvement in the project? Did the difficulties materialize? If so what action was taken?

The proposal of self-assessment and discussion of the values of the Magna Charta project pilot arealigned with the projects under development at Unicamp in search for a transparent, sustainable, participatory and socially responsible management policy. In our recent workshop, we voted to prioritize six top values to guide further group discussion.

The list of prioritized values according to the workshop was:

- Social responsibility
- Institutional autonomy
- Accountability
- Academic Freedom
- Academic Rigor and excellence
- Sustainability
- Inclusive excellence
- Equity and diversity
- Integrity
- Creativity
- Foresight
- Institutional commitment

The first value chosen was social responsibility. According to workshop participants, this value is observed in research topics, the health care provided by its hospitals, having Unicamp as a pole of culture, in the presence of Unicamp professionals in public management, among others. The original list of valuesrepresents general skills and competences that Unicamp students should develop (interdisciplinary dialogue, leadership, critical thinking, creativity, etc.). The new list is more comprehensive, valuing social responsibility, social inclusion and diversity, associated with merit and excellence.

What are you plans for continuing with the project? What are the next steps or next developments to derive further value from it?

For this pilot project, we propose to identify:

1. The values shared by our community;
2. The values that it must incorporate, so that we can fully exercise the autonomy and our contribution to society and;
3. The expectations of the society that supports us.

Among the eight steps of our original pilot project, two were completed and we now have other six to develop (previous numbered 3-8) in Aug-Sept/2018:
3. Presentation of the results obtained from the workshop to the Unicamp Central Administration for validation and discussion of further steps;
4. Feedback to the workshop participants thanking them for their contribution and sending a summary report with the results of the workshop;
5. Electronic survey with the academic community (faculty, staff, undergraduate and graduate students, external stakeholders) to see their perceptions about living values, how to improve the actual experience, among other aspects.
6. Preparation of an Action Plan to guide future actions, projects and to reorient programs;
7. Presentation of the Action Plan to the Unicamp Central Administration for validation and discussion of further steps;
8. Workshop for dissemination of the Action Plan.

ANNEX 1 - REPORT ON THE RESULTS OF THE 1ST WORKSHOP

Professor Marcelo Knobel – Rector
Professor Eliana Amaral – Vice-rector for Undergraduate Studies
Professor Dora Kassisse – Advisor, Office of the Rector
Researcher Ana Maria Carneiro – Center for Public Policy Studies
Professor Ana Maria Almeida – Comvest
Professor Neri Barros – Pact for Peace and Diversity
Professor Soely Polydoro - [ea]2

Campinas – June 2018

INTRODUCTION

This document presents the outcomes of the 1st Workshop on the Living Values Project at Unicamp, held on May 15, 2018,from 9:00 am to 5:00 pm, partly at the Unicamp Institute of Chemistry and partly at [ea]2.

The purpose of the Living Values Project at Unicamp is tostimulate discussion about the values lived at Unicamp as well as about those that should be promoted,identifying perceptions, difficulties and responsibilitiesof the university community, in addition to proposing what can be done to improve and incorporate experiences into the Unicamp Strategic Planning and the University's actions.

The identification of these values is in line with what is stated in the *Magna Charta Universitatum* (MCU), a document on the fundamental principles of universities produced in Europein 1988. Since then, more than 800 universities from 85 countries have signed the document. The *Magna Carta* Observatory of Fundamental Values and Rights[1] (MCO) is the global guardian of the university values enshrined in the declaration signed in 1988. MCO was founded by the University of Bologna and the European University Association in 2000, and carries out various activities to consolidate, disseminate and discuss the values and principles contained in the declaration, with the purpose of spreading the importance of building and reinforcing values in higher education institutions.

Unicamp was one of 12 universities selected for the MCO pilot projectthat aims to support the process of developing a new version of the letter and an instrument thatcan be used by universitiesto monitor their values and practices,involving students, faculty, staff, committees, government bodies, and other stakeholders.

The project team at Unicamp comprises Professors Marcelo Knobel (Rector), Eliana Amaral (Vice-rector for Undergraduate Studies), Dora Kassisse (Advisor, Office of the Rector), Ana Maria Almeida (Adjunct Coordinator, Comvest), Néri Barros (Coordinator, Management Committee, National Pact for the Promotion of Respect for Diversity, Culture of Peace and Human Rights at Unicamp) and Soely Polydoro (Coordinator, [ea]2), and Researcher Ana Maria Carneiro (Center for Public Policy Studies).

The workshop aimed to gather representatives of the Unicamp community, composed of administrators, faculty, staff and students, to analyze if and how Unicamp is living the fundamental values set out in the *Magna Carta Universitatum*, indicate other values that are important for the University, and discuss how the living of these values can be increased[2].

The workshop was widely publicized, having as its target audience the members of the University Council and the coordinators of Unicamp's administrative offices. It was attended by 25 participants, including faculty and staff members, researchers and students.

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[1]http://www.magna-charta.org/

[2]Before the Workshop was held, a reference document was drawn up with the relevant concepts present in the official documents of Unicamp, which was presented and discussed at the pilot project meeting in Bologna, Italy, in March 2018.

WORKSHOP DEVELOPMENT

Initially, Professor Eva Egron-Polack gave a presentation on the context of the *Magna Charta*, the purpose of the pilot project and the expectations for each participating university.

Following the presentation of the purpose and agenda of the workshop, the participants were invited to review the list of values which would be the basis for the subsequent activities, starting from the reading of the values and their definitionspresented in the supporting document.

The project team identified an initial list of 12 values based on the analysis of the 1988fundamental values and the new values presented in the documents of the *Magna Carta* Observatory pilot project proposal; the values contained in both the strategic project and the strategy map of Unicamp; and the discussion of relevant values in the institutional context by the project group (Box 1).The wording of the definitions was based on documents from the *Magna Carta* Observatory and reference literature on higher education.

Box1 – Initial list of values inin alphabetical order

1. Accountability
2. Institutional autonomy
3. Global citizenship
4. Institutional commitment
5. Creativity
6. Equity
7. Inclusive Excellence
8. Integrity
9. Academic Freedom
10. Leadership
11. Social responsibility
12. Sustainability

After individual reading, the participants were invited to discuss with their neighbors the need to add new values to the list, along with their definitions. At this time, they could also suggest changes in the writing of the other values definitions. As a result, six new values were added to the list: contemporaneity, constructive dialogue, academic excellence, gratuitousness in teaching, academic rigor, reality transformation.

During the workshop, the participants sought to aggregate the values that were either similar or considerably overlapped, as well as to prioritize those considered the most relevant to the Unicamp context. Subsequently, the prioritization of values was put to the vote. Each participant was invited to vote on the six values he or she considered the most relevant to and representative of Unicamp.As a result of the vote, the values were ordered for discussion, as shown in Table 1.

Table 1 – Values ordered by priority according to the vote result

Value	Frequency	% of answers*
Social responsibility	15	68
Institutional autonomy	14	64
Accountability	12	55
Academic freedom	11	50
Academic rigor	10	45
Sustainability	9	41
Inclusive excellence	8	36
Equity	8	36
Academic excellence	7	32
Integrity	6	27
Creativity	6	27
Contemporaneity	6	27
Global citizenship	4	18
Institutional commitment	4	18
Gratuitousness in teaching	4	18
Others**	8	36

Note: * Calculated for 22 respondents. ** Includes Constructive dialogue, Leadership and Reality Transformation.

After the vote, the participants were assembled in small groups of four or five people to discuss the following issues:

- Is this a value lived at Unicamp? What is the evidence that this is a living value at Unicamp?

- What are the successful experiences at Unicamp in relation to this value?

- What are the difficulties in living or incorporating this value?

- What actions should be taken to reduce or remove these difficulties?

The groups could also suggest improvements in the wordings or even new wordings for the values definitions. The groups were asked to discuss the values that were either similar or considerably overlapped, such as academic rigor and academic excellence, and refine their definitions.In other cases, somewhat correspondent values, such as inclusive excellence and equity, were kept separate[3]. This new list of values and their definitions will be used in the next steps of the project:

Social responsibility:commitment to the understanding of the problems of society and search for solutions that can improve the life of communities.

Institutional autonomy: self-management characteristic related to internal organization and governance, personnel recruitment, internal distribution of financial resources and raising of financial resources from non-public sources, and personnel recruitment in order for the University to fulfill its mission with social responsibility and in accordance with its values.

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[3]Values that were not discussed by the groups were excluded. The inclusive excellence and the integrity values were discussed by one of the groups, but there was no time for it to register its observations.

Accountability: duty of reporting, explaining and justifying, to society and to itself, the taking of decisions, use of resources and results achieved, with administrative and financial transparency.

Academic freedom: freedom to develop activities within a community-determined structure respecting ethical principles and best practices, within the legal frameworks.

Academic rigor and excellence: permanent search for higher levels of performance in all academic activities (research, teaching, innovation, extension and assistance), with sound theoretical basis, ethical integrity and scientific rigor.

Sustainability: prioritization of activities that are ecologically correct, socially fair, economically viable and sensitive to the local culture considering the potential impact on the quality of life of future generations.

Inclusive excellence: commitment to the development of citizens who understand the world in its wideness and their place in it, promoting the social and intellectual development of the community, and valuing the cultural differences brought to the institutional experience, which improves it.

Equity and diversity: commitment to the promotion of opportunities to bring the conditions between people and groups closer together considering the socioeconomic and cultural context, which includes aspects of gender, ethnicity, age, religion, sexual orientation and physical, mental, intellectual and sensorial disabilities, to ensure impartiality and fairness in the institutional processes. It includes demand for strategies for the student population to represent the diversity of society.

Integrity: honesty, absence of corruption in any field, dignity, recognition of personal responsibility and transparency.

Creativity: use of original ideas or improvement of ideas to promote technological, cultural and artistic innovation as well as entrepreneurship in the fields of teaching, research and extension.

Future vision / Eyes on the horizon[4]: attention to emerging and future issues regarding the fulfillment of the academic mission.

Institutional commitment: priority commitment to the institution's collectively defined principles, values, mission and strategy.

The next steps of the project are:

1) Present the report to the Central Administration of Unicamp to validate the results and next steps;
2) Send emails to the participants to thank them for their contribution, along with a summary of the workshop results;
3) Conduct an online survey among the extended Unicamp community (faculty, researchers, staff, students and external stakeholders);
4) Analyze the survey results and prepare a plan of action, together with Unicamp's strategic planning team and with the support of its Communications Office, to guide future actions and projects and reguide programs;
5) Validate the plan of action with the Central Administration;
6) Hold a second workshop to disseminate the plan of action.

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[4] New name replacing contemporaneity, since this term refers to the present.

Preliminary results will be presented in June in a report. The final resultswill be presented in September in a meeting in Salamanca.

Workshop Table1 - Participants

Workshop Valores Vivos   15 de maio de 2018

Nome	Departamento/Instituto/Faculdade	Presença
Adilton Dorival Leite	GR	
Daniel dos Santos	IEL/Unicamp	
Daniel Martins de Souza	DBBT/IB e PRP	
Daniela Gatti	IA	*(assinatura)*
Dora Maria Grassi Kassisse	Gabinete e IB	*(assinatura)*
Eduardo Galembeck	IB	*(assinatura)*
Eliana Amaral	DTG-FCM	
Fabrício Gonçalves	Instituto de Computação	
Joaquim Murray Bustorff Silva	Chefia de Gabinete	*(assinatura)*
Luis Otávio Zanatta Sarian	Diretoria Executiva/Hospital da Mulher/CAISM	*(assinatura)*
Marco Aurelio Pinheiro Lima	Diretoria Executiva de Planejamento Integrado	
Marcos Lopes	Departamento de Teoria Literária - IEL	
Maria Isabel Pedreira de Freitas	Diretora da Faculdade de Enfermagem	*(assinatura)*
Miguel Juan Bacic	Instituto Economia	*(assinatura)*
Monique Pires Gravina de Oliveira	FEAGRI/Representante discente na CCPG	*(assinatura)*
Munir Skaf	Pró-Reitoria de Pesquisa	*(assinatura)*
Neire do Rossio Martins	Arquivo Central/SIARQ - CGU	*(assinatura)*
Neri de Barros Almeida	História/IFCH	
Peter Schulz	Secretaria de Comunicação - Reitoria	*(assinatura)*
Roberto Teixeira Mendes	Faculdade de Ciências Médicas	*(assinatura)*
Rodolfo Azevedo	IC	*(assinatura)*
Rosmari Ap. Ribeiro	COTIL	*(assinatura)*
Shirlei M. Recco Pimentel	GR/Reitoria e DBEF/IB	*(assinatura)*
Tânia Maron Vichi Freire de Mello	SAPPE/PRG	*(assinatura)*
Teresa Celina Meloni Rosa	DEEPU	*(assinatura)*
Teresa Dib Zambon Atvars	Reitoria/CGU	
Thiago Henrique Rosales Marques	IFCH	
Fernando Hashimoto	Pv. Rei.	*(assinatura)*
Jody A. [?] Polydoro	FE / EA²	*(assinatura)*
Marcelo Pereira da Cunha	DEPT	*(assinatura)*
Ana Maria Carneiro	NEPP	*(assinatura)*
Eliana Amaral	PRG	*(assinatura)*

Outline

- Background on Magna Charta Observatory and *Universitatum*
- Genesis and purposes of Living Values project
- Values
- Why are values important
- MCO approach in Living Values Pilot project
- Expectations for the participating universities

2

Origin of the MCO

- The *Universitatum* was drafted by European rectors to enshrine key university values
- Signed and adopted by 300+ in 1988 – a critical political time in Europe
- On occasion of the 900th anniversary of the University of Bologna
- Magna Charta Observatory was created to promote, advocate for and monitor threats to fundamental university values

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The Magna Charta Observatory (MCO)

BSERVATORY MAGNA CHARTA UNIVERSITATUM

<u>Initial focus of MCO:</u>

- defend two cornerstone values - institutional autonomy and academic freedom
- European universities

<u>Current focus:</u>

- 'Global guardian' of fundamental values
- 816 signatory universities from 85 countries
- Gathering and disseminating information, commissioning research, monitoring and expressing opinions, publishing
- Annual thematic conference and signing ceremony
- Projects to stimulate commitment, understanding and promotion of values in higher education

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The *Universitatum* Fundamental principles

BSERVATORY MAGNA CHARTA UNIVERSITATUM

1. The university is an <u>autonomous </u>institution which produces, examines, appraises and hands down culture by research and teaching.

2. Its research and teaching must be <u>morally and intellectually independent</u> of all political authority and economic power.

3. <u>Teaching and research must be inseparable </u>if tuition is not to lag behind changing needs, the demands of society, and advances in scientific knowledge.

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The *Universitatum* Fundamental principles 2

4. Freedom in research and training is the fundamental principle of university life, and governments and universities must ensure respect for this fundamental requirement.

5. A university ….should attain universal knowledge; …..transcend geographical and political frontiers, affirms the vital need for different cultures to know and influence each other.

6. Acting with integrity

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Living Values Project genesis and purposes

- Signing the *Universitatum* is just one step, taken by one leadership

- Commitment to operating in line with values is an on-going process

- Values needs to be understood, accepted and shared by the whole university community

- Becoming global, MCO must ensure it reflects values of universities around the world, not only in Europe and support adoption of values

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Living Values Project genesis and purposes 2

Living Values project thus has <u>two main goals:</u>

a) stimulate university discussions, review, identification and reaffirmation of _their_ values and assessment of the extent to which _they are being lived,_ self-evaluation of which values are essential and where reforms are desirable to implement the values, building a continuity of commitment within and among the signatories of the Universitatum

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Living Values Project genesis and purposes 3

Second goal:

b) By working with universities around the world, identify values that need to be added to a new version of the _Universitatum_ that reflects both the recent expanded geographic coverage and the challenges and realities of universities in the 21st century.

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What are Values? some definitions

BSE**RVATORY**
MAGNA CHARTA UNIVERSITATUM

'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'.

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Numerous synonyms

BSE**RVATORY**
MAGNA CHARTA UNIVERSITATUM

principles,

moral principles,

ethics,

moral code,

moral compass

morals

standards,

moral standards,

code of behaviour,

rules of conduct,

standards of behavior,

Etc.

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Why are values important?

OBSERVATORY MAGNA CHARTA UNIVERSITATUM

To improve the university

- Help define uniqueness of the institution
- Guide development
  - especially in uncertain times
- Build community and engagement among faculty and students
- Justify decisions at all levels
  - Internally and externally
- Inform curriculum
- Enable universities to better serve society, etc.

To counter 'negative' practices/behaviour

- Prevent to corruption
- Avoid and denounce plagiarism
- Stop to fraud
- Prevent discrimination
- Oppose commercialization / commodification
- Etc.

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Living Values Project MCO approach

OBSERVATORY MAGNA CHARTA UNIVERSITATUM

- help university leaders, staff and students understand _their_ university in a deeper way
- facilitate collaborative efforts that will enable the university's values to have more visibility, presence and impact
- Provide support and advice; not lead the project
- Pilot universities' experience will help finalize general approach

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The project is *not*….

- A public audit of values
- An inspection
- Judgement
- A top-down imposition of reforms

- There will be no public report on institutions taking part

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Living Values Project
MCO approach 2

- MCO prepared a project description; invited pilot universities to design own process to self-evaluate / reflect on their values
- Selected 12 universities with different missions in different regions (Europe, Africa, Asia, Latin America)
- Provide support through 'Ambassadors'
- Hold workshop for all pilot universities to share experience, discuss and compare approaches and outcomes
- Redesign and launch full project in Salamanca, September 2018

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Goals and expectations for <u>participating universities</u>

A deep reflection on what values drive the university and how they are (or not), manifest in practice

A shared understanding of the meaning of key values

A diagnosis about the strength of the consensus about each of the values

Identification of gaps and weaknesses in the value base and the reasons for these

Collective discussion of remedies to put in place to embed the values identified into institutional life

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<u>HAVE A GREAT WORKSHOP</u>

More information available from

www.magna-charta.org

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