



VALUES ESPOUSED BY THE PILOT UNIVERSITIES

The Arab Academy for Science, Technology and Maritime Transport (Egypt)

The main values of the AASTMT are as follow:

- **Institutional Autonomy**

The Arab Academy for Science Technology & Maritime Transport applies the institutional Autonomy in the academic, institutional, financial, physical assets and in human resources domains as follows:

- For the Academic domain, the AASTMT has its own admission criteria in terms of number of students, language of instruction, curriculum, quality assurance and to determine its partners whether local or international partners. It has very specific standards for teaching and evaluation of its colleges.
- For the organizational domain, the AASTMT is a non-profit organization, as for the rector appointment, it is subject to the convening of the Arab Transport Ministers of 12 Arab countries through nomination and election. As for the vice presidents and the other leading positions, academic committee, and the administrative structure, at the AASTMT, it is an internal decision.
- For the financial domain, the AASTMT is a self-financing organization; it has the ability to decide freely on its internal affairs.
- For the physical assets, the AASTMT has 14 campuses in 4 countries (Egypt, Syria, Saudi Arabia, and Sudan).
- For the human resources domain, the AASTMT has its own recruitment system, employment procedures, and specific criteria for selecting its employee.

All of AASTMT's colleges/schools/departments/divisions are governed by their own statutes and regulations, but are integral to the make-up of the AASTMT.

- **Academic Freedom:**

The AASTMT greatly supports academic freedom for its staff and students. It does not limit academic freedom in anyway, but when it comes to the security of the host country, the applicable regulations must be applied.

- **Staff engagement and student engagement**

Valuing and supporting staff and students to give of their best is the key to AASTMT's success over the next decade.

- **Equality**

AASTMT offers the same education to all students. All students should have the resources necessary for a high-quality education.

AASTMT has developed an Equality Strategic Plan that focuses on supporting staff and students to succeed in their work and studies, disability, ethnicity, and faith.

- **Equity**

AASTMT assures that all employee and students will have an equal chance. For instance, the AASTMT helps students who come from less to get more in order to catch up with others. For instance, the office hours for students with questions they may have regarding course materials, and for getting better acquainted between lecturer and students. Another example is the tuition fees in Aswan are almost half the tuition fees in the other campuses. To sum things up we try to close the achievement gap between AASTMT students.

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- **Academic Honesty and Integrity**

AASTMT's responsibility is to provide an educational process that informs both staff and students of their rights and responsibilities regarding such important matters as cheating, plagiarism, and professional ethics.

- **Accountability**

Legality, Efficiency, Quality Assurance, and Effectiveness.

The openness and transparency are the normal operating procedure for the AASTMT; it applies the principle of openness and transparency to all contractual and business relationships that are entered by the AASTMT or any of its colleges, departments or centres.

- **Social Responsibility**

The AASTMT has always been keen on playing a vital role in the area of Social Responsibility through a variety of academic and non-academic activities with the aim of affecting positive development in the social, economic and environmental areas not only in the region and the Arab World but that also bears fruit on the whole world.

The AASTMT has developed the Community Service and Continuing Education; it is an integral part of the AASTMT.

The AASTMT is keen to provide the necessary assistance to students with special needs and disability, especially students with vision impairment; therefore, the Academy has been part of two projects SWING (Ended), and PACES.

SWING stands for Sustainable ways to increase higher education students' equal access to learning environments. The main aim of SWING project was to offer disabled students equal access to university education and future career opportunities by using accessible, assistive technology.

PACES stands for Progression of Accessibility Centers in higher Education for Students with disabilities in North Africa. The overall aim of the PACES project is to progress and set up a program of initiatives in universities in Egypt and Morocco to support the modernization of higher education by developing Accessibility Centers (static, mobile and virtual) that will enable students with disabilities (SwD) to access assistive technology and support services.

Through these centers SwD and the Employer/HEI network SwD will be able to gain employability and transition skills in order to move forward into employment.

The University of Bologna (Italy)

The Academic values in our institution: first considerations

Our first considerations on the originally signed Magna Charta Universitatum lead us to the conclusion that a new version open to a changing world. should be released to reflect a global perspective.

Between 2016 and 2017, UNIBO started a preliminary internal discussion about the of the actual role of academic values and the external structural contexts that may shape them. UNIBO agreed that the revised version of the Magna Charta should not only reflect the leadership perspective instead it should reflect the whole academic community perspective. Furthermore, values should not be only declared but they should be practised. Furthermore, it should include the concept of embracing plural diversities, responsibility toward society, the concept of university citizenship.

Taking the chance of the Living values project, an internal discussion on our own identity values was also undertaken to identify the most important ones that guide our strategies and make us a community

The University Politehnica of Bucharest (Romania)

The University **values** reflect a commitment to:

- (1) **Academic autonomy** that entitles the community to self-governance, to scheduling resources and programmes according to its self-assumed mission and in compliance with the laws in force.
- (2) **Academic freedom**, entitling members of the academic community to freely pursue their professional development and the tasks undertaken, without manipulation, censorship and persecutions, in compliance with the laws in force, the scientific standards undertaken by the university and personal responsibility.
- (3) **Professionalism**, by encouraging and supporting performance.
- (4) **Professional honesty** that impels community members to promote scientific truth and fairness in all their work activities.
- (5) **Personal responsibility** in all professional and social activities undertaken.
- (6) **Promoting tolerance**, respect, truth and openness in inner and outer community relations.
- (7) **Equal access opportunities** to programmes and activities promoted by the university.

The University of Campinas (UNICAMP) (Brazil)

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 and grows every year. An important element contributing to this growth is said to be its openness to diversify the students accessing the university, through a bonus system, and reaching out to 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 its internal 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.

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.

Glasgow Caledonian University (UK),

Our core values of **Integrity, Creativity, Responsibility** and **Confidence** are shared by staff and students and they underpin what we do and how we do it. Our values are the foundations upon which we build collaborative relationships with like-minded partners to deliver our social mission for the common good.

The University of Mauritius,

UoM: Institutional Values and their sub-elements

The UoM strategic plan 2015-2020 is based on the University's core values and there are policies and processes in place to ensure that the University lives by its values. The Values with their operational sub-elements, together with examples of policies for each one, are provided hereunder:

- **Good Governance**
The UoM's policy of good governance is based on the principles of Accountability, Equality, Integrity, Ethics, Transparency, Respect, Sense of Belonging and Fairness at all levels.
The University submits an annual good governance report as part of its overall Corporate Governance Report which is subject to public scrutiny by the Public Accounts Committee, a subcommittee of Parliament.
- **Intellectual Freedom**
Our staff enjoy freedom of thought and expression, and are empowered to nurture their creativity and invest in their personal development through the use of innovative technologies.
Our academic staff members regularly express their opinions freely in the press, radio and television in their fields of expertise. There is no record of staff suffering any kind of oppression for criticizing governmental policy.
- **Leadership**
Our staff take the initiative in leading the UoM towards the successful fulfilment of its mission in the spirit of dignity and mutual respect.
The merit-based selection process for Deans, Pro-VCs, and VC ensures that they are empowered to take decisions based on their own judgmental ability and leadership.
- **Quality**
Our staff have customer care and customer service at heart and a strong desire for excellence which are to be achieved through professionalism, team-working and recognition for hard work.
Teaching and Research audits are carried out at the University. There are also Faculty Quality Assurance Committees which ensure that Quality prevails.
Our system of foreign external examiners ensures that our degrees are of comparable standard to those of universities of international repute.
- **Social Responsibility**
The University believes that its sustainability cannot be ensured without accomplishing its social responsibilities. Its services are accessible to all citizens of Mauritius as its staff put their expertise at the service of society.

The University does not charge tuition-fee for undergraduate degrees. This is done purposefully to ensure that poor socio-economic background will not be an obstacle to bright students from benefitting from a university-education.

As part of its Corporate Social Responsibility, the University works in close collaboration with several Non-Governmental Organizations to help them in their activities.

The University also helps the Public Sector in various ways ranging from contribution in Road Safety to spearheading a Cancer Alliance that groups together all stakeholders in the fight against cancer.

In addition to the above core values as enunciated in its strategic plan, an examination of the UoM Act and Statutes show that they were based on the following guiding principles of its founding fathers:

(a) to ensure that academic staff have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges;

(b) to enable the University to provide education, promote learning and engage in research efficiently and economically;

(c) to apply the principles of justice and fairness;

(d) to provide for an independent governing Council for the University.

The Peoples' Friendship University of Russia

Multinationalism and international cooperation
Contribution to the development of the international community
Multidisciplinary approach in academic and research activities
Equal opportunities
Commitment to studies, research and public activities

Stockholm University (Sweden)

The institutional values of Stockholm University (as defined 10 years ago in a process driven by the communications office):

Openness

Stockholm University is a generous and welcoming place. Close contact and an active exchange of experiences and knowledge with the world around us has characterised the university since its foundation. The university takes an active part in external relations on a broad front in society: in its education and research and through research communication, as a referral body, through investigations and participation in media as well as through national and international cooperation partners and networks.

Innovation

Stockholm University is characterised by innovation. Stockholm University College was founded in 1878 with the ambition to renew the traditional universities in Sweden, and it recruited inter alia Sweden's first female professor. Stockholm University contributes to the development of society and to an individual's progress of knowledge through education and

research. The university acts, in cooperation with others, on the international frontline in the areas of human science and science.

Willingness to cross boundaries

With a solid basis in traditional disciplines Stockholm University strives to develop broad and cross-boundary cooperation. The university's profile areas are in many cases department, faculty and area wide. Research centres and institutes span all these boundaries and contribute to the interdisciplinary profile of the university.

The University of Tasmania (Australia)

Statement of Values

Our values rest on a thousand year tradition of higher education and enduring foundations of shared purpose. We are a university: a diverse community that becomes more than the sum of its parts in its dedication to the stewardship of learning and knowledge, academic freedom, excellence and integrity. We continually evolve and transform to meet the challenges and opportunities that face us.

We are a Tasmanian institution. We work in a unique setting and actively partner with the communities in which we live, in support of a healthy, civil and sustainable society. At the same time, we are outwardly focussed and part of a global community, engaging with the rest of Australia and the world.

We subscribe to the fundamental values of honesty, integrity, responsibility, trust and trustworthiness, respect and self-respect, and fairness and justice that act as the basis for collective principled action. To guide the way we work together to achieve our University of Tasmania Vision and Mission, and building on the contributions of all who came before us, we bring these values to life by our individual and collective commitment to:

Creating and serving shared purpose

We value the creation, expansion and dissemination of knowledge, and the promotion of continual learning. We are on a common journey to unlock and develop potential, foster talent and contribute to the life and work of our students, staff, alumni and wider society.

Nurturing a vital and sustainable community

We value the care, connection and energy that come from a community of many levels and dimensions. Keeping our community strong supports each of us to find our place, do excellent work and extend our capabilities. We enable and participate in authentic conversations that allow us to be agents of change and transformation.

Focusing on opportunity

We value the creative possibilities that arise when people with skills, talents and innovative ideas come together and give each other the confidence to focus on opportunity.

Working from the strength diversity brings

We value diversity and the strength, resilience and creativity that it brings. We harness its gifts. In supporting the contribution and well-being of all, we create a welcoming, caring and inclusive environment.

Collaborating in ways that help us be the best we can be

We value a community that supports each of us to collaborate and to be the best we can be, flourishing both individually and collectively. Being supported to question and reflect gives us the freedom to challenge ourselves and each other. It reminds us that listening to, engaging with and involving others are vital for our success.

We lead by example, supporting each other to act with integrity, be accountable, and consistently live our values every day.

DJL (ed)

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