

# Universities and Re-Construction of Cities: the Role of Research and Education

## *Report of the World Café Sessions*

### **Table 5: Including Values in leadership training for staff and students**

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### **Introductory note**

#### **Context**

The Magna Charta Universitatum and MCU 2020 set out fundamental values and principles for higher education. Approaching 1000 universities have now signified their support for them and their intention to operate in accordance with them. The Magna Charta Observatory (MCO) has worked in various ways since 2000 to promote and protect these values. In 2018 it launched the Living Values project which was designed to enable universities to review their values, assess the extent to which they were 'owned' and being implemented and take action where there were differences between espousal and action. In 2023 the MCO launched a research project 'the responsive and responsible university' to understand and share with others how universities were putting the MCU values into practices, the challenges that they were facing and opportunities which were provided.

The MCO works primarily with university leaders and global or regional student organisations who play a role in providing leadership training. The subject of this world café table is to explore what might be done to ensure that an understanding of these values and how they operate in practice might be incorporated into, or play a larger part in, the development of university and student union leaders.

#### **Students**

The Global Student Forum (GSF) organises academic leadership training on a weekly basis as part of a certified programme supported by the University of Austin.

The European Students' Union offers a range of training and capacity building opportunities including specific training in quality assurance. Its constituent unions run their own programmes for newly elected student leaders. Both are supported by their alumni network.

## **University leaders**

Training is provided by different bodies for leaders at or aspiring to reach certain specific levels, ultimately the level of rector. Provision ranges from certified postgraduate programmes to more specific and shorter executive training provided either by external bodies or universities internally. This can be relatively general or related to specific programmes of change for which the university is building capacity. Some of these are action-oriented.

## **Values to the fore**

The MCO, although it has a large global following, has a small central staff (2FTE) and works with volunteer members of its Council and ambassadors to fulfil its responsibilities. Signatory universities and its global partners also provide opportunities and support in various ways. The MCO therefore needs to be very strategic about how its resources are deployed.

The thinking is that if the MCO could have an influence on the development of university and student leaders, they could become 'agents' for putting the fundamental values of the MCU into practice and enabling universities to live by them.

The question is how might this best be done in a way that is both effective and cost effective?

## **Some thoughts**

The MCO has resources ranging from the MCU itself to the materials produced for and through the Living Values project. It has case studies from the Living Values project. It is expecting case studies to be produced from the action research under the responsive and responsible research project.

It currently uses these materials in conferences and workshops by invitation from various bodies.

What would be necessary to prepare these resources in a form that could be included in materials for existing programme?

To what extent might the MCO become involved in the delivery of pilot programmes that contain an emphasis on values?

Is there a role for the MCO in training trainers who might equip more local specialists who deliver training?

## **Some challenges**

- The sheer number and variety of programmes.
- Identifying where and how to have impact.

- What cascade arrangements might be available and effective?
- Embedding the training and implementation into universities.
- Supporting other mechanisms, such as a code of values, behaviour, ethics etc which look at desired behaviours to implement the values.
- How might students and staff be encouraged to work together on refining and developing the impact of values in universities?
- Which modes of studies, in person or on-line, might be most helpful?
- How do we evaluate what impact the initiative is having?
- How to fund this work.

### First steps

Is there a current programme or initiative that might become a pilot for the MCO? **Some questions**

- Q1.1. What would student leaders find helpful?
- Q1.2. What would potential rectors and senior leaders find helpful?
- Q1.3. What would universities find helpful?
- Q2.1. Where to start?
- Q2.2. How best to take this forward?
- Q2.3. How to fund it?
- Q2.3. How to measure impact?
- Q3. What might be the content of such training .....what themes and topics ?
- Q4. What philosophy of training should be adopted, given the above , and what should be the underling assumptions ?
- Q5. What are the various forms of delivery possible , in house and externally given the variables above ?

### Minutes

Type of Initiative enhancing the relevance of values in leadership (continuous training offer/one of training event)	<p><b>Q1. Why do you think that initiative is/ has been successful to making values more relevant to leaders in your university?</b></p> <p><b>Q2. What can the MCO learn/benefit from this?</b></p> <p><b>- One key reflection per question</b></p>	Name of university and link to initiative?
	<p>No current leadership training in place within the university.</p> <p>Young people are not so much concerned with leadership and values - more engagement of</p>	University of Alicante

	<p>students that study social sciences and humanities.</p> <p>Important to create a programme that mainstreams values in natural and experimental science.</p> <p>There is one person per faculty in the university of Alicante, who form a network that connects training efforts within the institution - this could be an entry point for an MCO training.</p> <p>Activities and training would need to be adapted to the needs assessment of different institutions since what is most relevant in Alicante is not necessarily most relevant in e.g other parts of Spain.</p> <p>Professor Davies: Are there any courses within the university that are being run which are concerned with fundamental values?</p> <p>There are two committees that reflect about programmes and courses and how they relate to SDGs, religion. Linguistic questions. Evaluations indicate that students, staff and administration are happy with the status quo - however proactiveness and energy of those involved unfortunately often decrease over time.</p> <p>Women rector took over - direct changes in the institutional culture were being felt by colleagues - leadership as a medium to transpire values.</p> <p>Professor Davies: Participative process to identify what the values of a university are would be important.</p>	
	<p>Train the trainer programmes to strengthen multiplication and reach.</p> <p>Since the outset of the Bologna Process - student participation in decision making and QA processes has significantly increased.</p>	European Students Union

<p>Annual seminar to discuss the MCU values with the leadership of the university.</p>	<p>From the perspective of catholic universities - we have the MCU values in our identity.</p> <p>University aims to form students into living these values - to do that we have to convince the staff to live and teach those values.</p> <p>UCASAL signed the first MCU.</p> <p>In UCASAL there is a general council of university managers. Once a year the entire team comes together and studies the MCU before signing it again - like this the values of MCU are being mainstreamed in the university leadership.</p> <p>The university is what their people are - thus so important to have an annual interaction with the MCU.</p> <p>This should also be going on beyond the mandate of the current rector.</p> <p>As to whether or not students share and/or adopt the values and vision is another question. By living these values one can lead by example. Freedom of the individual is at the centre and no one can be forced to internalize values.</p> <p>Contemplating the creation of special spaces to engage students with values - this could be an entry point for cooperation.</p> <p>Universities need to support the development of active and responsible citizens. How we act as a university is the manifestation of our values.</p> <p>Entry point to work with the entire network of catholic universities on potentially developing and implementing a leadership training with the MCO.</p>	<p>Universidad Católica de Salta (UCASAL)</p>
	<p>Generational differences between students are high even within small age gaps. Importance of organizational memory and transition from one student representative generation to the next.</p>	<p>Polish Student</p>

	<p>They have a yearly training that goes on for a week in the local university student union that is focused on building leadership capacity.</p>	
	<p>Student union representatives often fight over power issues instead of focusing on team work and issues that are relevant to the academic community. It's often the same old students that are involved in university governance for many years.</p> <p>Leadership training for students needs to focus on empathy and collaborative working.</p> <p>When it comes to staff - similarly important to be a part of open campus concepts - how can staff be engaged in a meaningful and visible way.</p> <p>Gen Z does not think that values are credible if they are not lived within universities - such as female leadership.</p>	University of Gdansk
	<p>Universities should be role models. This is also really important when it comes to leadership within universities, important to involve everyone regardless of which group within the educational community they belong to.</p> <p>Individual wellbeing is sadly the top priority these days which is not a good basis for having collective wellbeing in mind.</p> <p>Values are a means of a community / university to communicate over the principles that they live.</p>	University of Warsaw