

# **Fundamental Values as the basis of a reliable social contract with Civil Society:**

*what are they and how can universities put them into practice?*

President, Vice-President and Secretary General of the Magna Charta Observatory

# Agenda

- MCU 1988
- Societal pressures affecting universities
- MCU 2020
- Living Values Project
- Research Project
- Groups
- Feedback

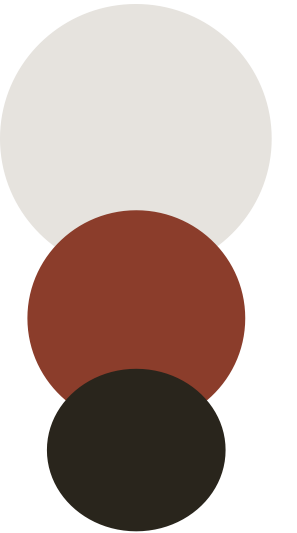




# MCU 1988

## *Fundamental Principles*

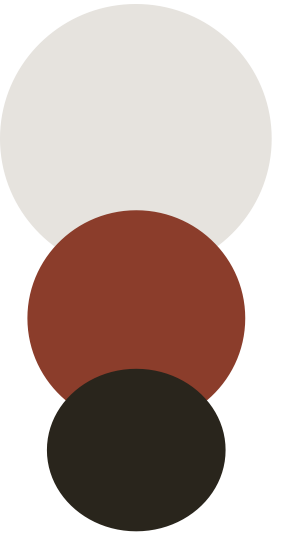
1. The university is an autonomous institution which produces, examines, appraises and hands down culture by research and teaching.
2. Its research and teaching must be morally and intellectually independent of all political authority and economic power.
3. Teaching and research must be inseparable if tuition is not to lag behind changing needs, the demands of society, and advances in scientific knowledge.



# MCU 1988

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.



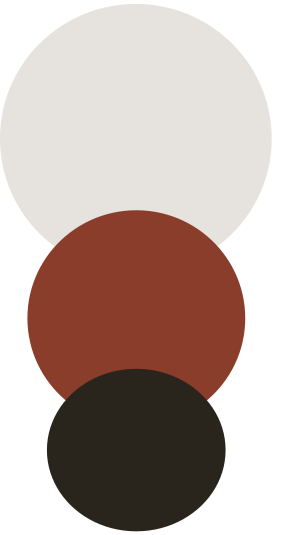
Act with integrity

# Context

## *Societal pressures affecting the universities*

- Faster pace of change
- Globalisation
- Climate emergency
- UN SDGs
- 4<sup>th</sup> Industrial Rev.
- Univs more important for society (e.g. COVID-19)
- Greater public interest
- Greater regulation and interference
- Political mis-trust
- More diverse expectations from a wider range of stakeholder
- Erosion of trust in science and experts
- ITC and pedagogy advances
- Social media and speed of communications
- More competition

Any others?



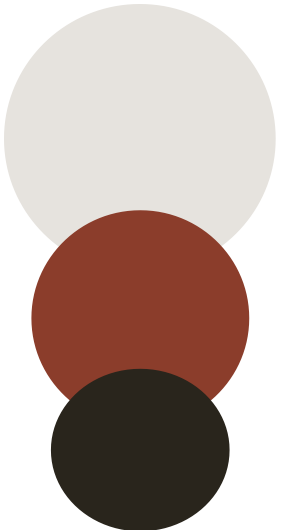


# MCU 2020

- Drafted by an internationally diverse group after wide consultation

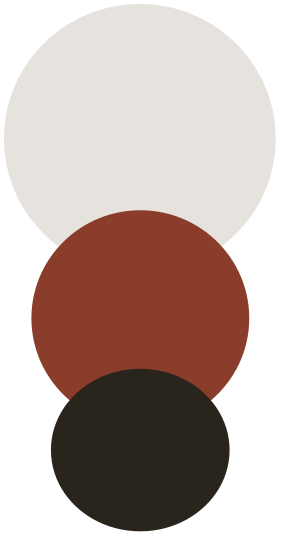
 for universities globally

- Nothing taken away from MCU 1988 - More added on responsibilities of universities
- Enquiry, analysis and sound action - still vital
- Expressed in terms of **Principles, Values** and **Responsibilities**
- Engage and respond to global challenges for sustainability
- Intellectual and moral autonomy - independence should be protected



# MCU 2020

- Reliable social contract with civil society
- Question dogmas - **encourage critical thinking**
- Teaching and Research  Ethically, integrity, trustworthy results
- Part of global networks - but embedded locally
- Tolerance, inclusivity, equity and fairness
- Education understood as a human right
- Access to HE - engage diverse perspectives




**Life-long learning available to all**

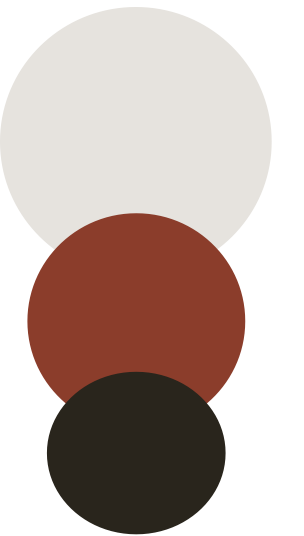
**MCU** 2020 **Living Values**  
In Higher Education Institutions

The Living Values Project

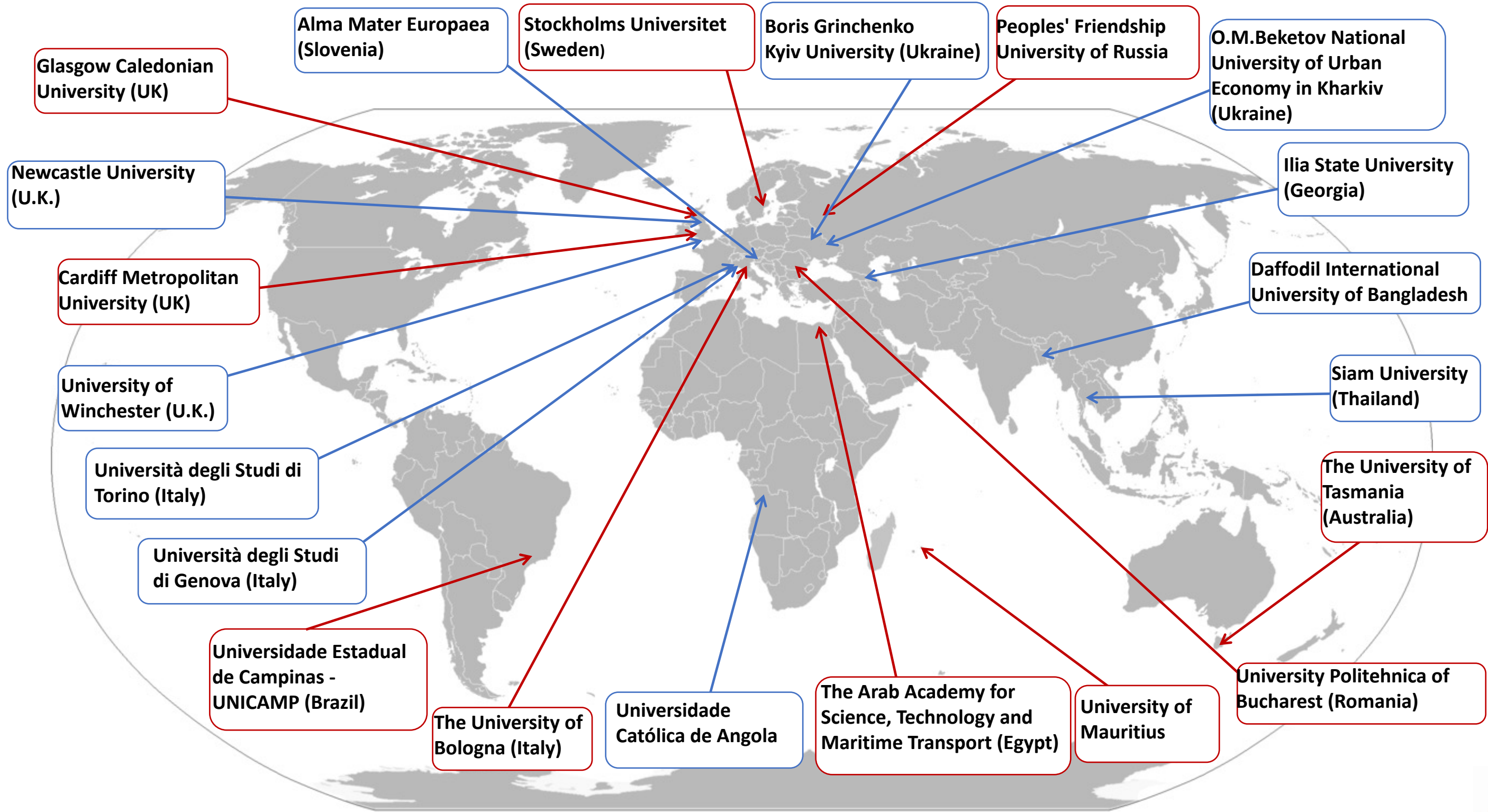


# A Brief History

- MCU 1988 and role of MCO
- “Fundamental Values”
- Higher Education - challenges
- MCO Strategy 2015 -2020  now 2020- 2025
  - Global
  - Closer engagement with signatories
  - Ambassadors
- Regional workshops - rich findings on context and values - espousing values no longer sufficient
- Living Values Project evolves



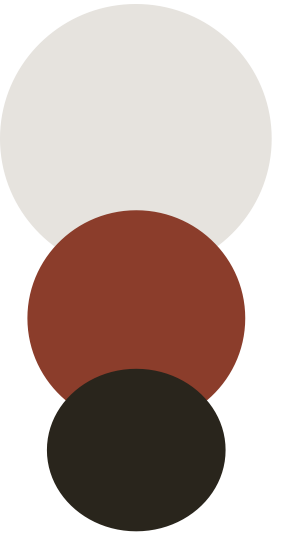
# Scope to date



# Project Objectives

To help universities and higher education institutions ensure that:

- the values they espouse reflect the institution's mission and community;
- staff, students, and stakeholders have been effectively engaged in defining those values; and
- all members of the institution are able to articulate and effectively live by these defined values.



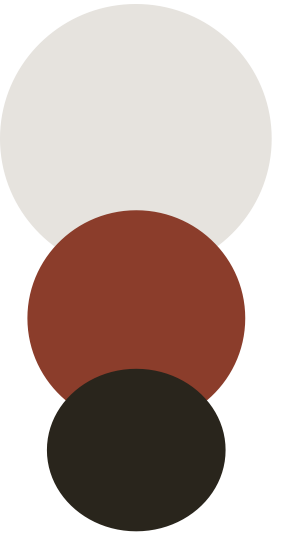
# Means of achieving these objectives

To do so in a way that is:

- Open to all universities
- Web-based with additional support
- Developmental (learning from experience)

Via:

- Prospectus
- Guidelines
- Sharing experience
  - On-line
  - In person/workshops/etc



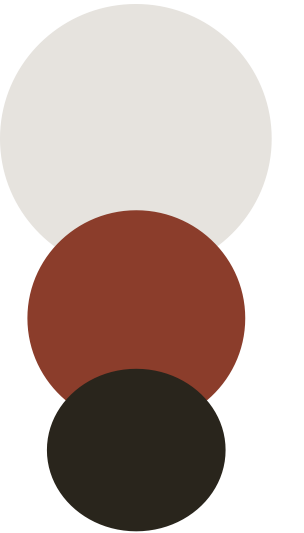
# Values

## Fundamental

- academic freedom,
- institutional autonomy, and
- the concomitant responsibility to society.

## Other values may include:

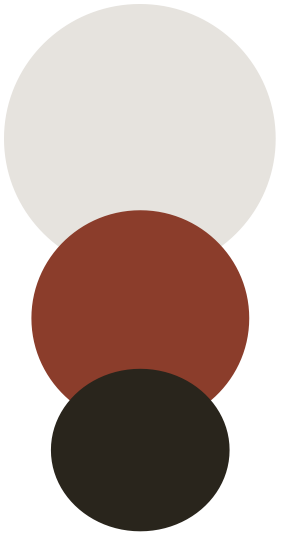
- integrity and fairness;
- equity;
- creativity, innovativeness;
- excellence;
- social responsibility and community service;
- diversity, pluralism, and inclusiveness, and
- health, well-being, and a caring community.



# Definition

*“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 behaviour and attitude and serve as broad guidelines in all situations.”*

(Sijbolt Noorda)

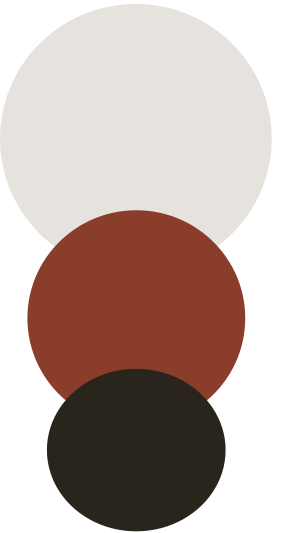


Debate on balance of fundamental values and other values



# Stages of the project

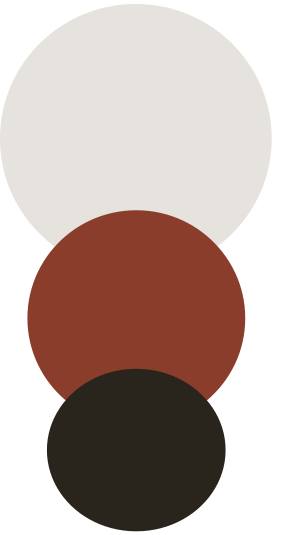
1. Initiation and plan
2. Identification of a map of values
3. Define how selected values manifest in practice
4. Relate behaviours to functions/domains
5. Conversion of values into desired behaviour
6. Conversion of outcomes into strategic plan and other policies
7. Reflection on the process, effectiveness and next cycle.



# Project Benefits

## To the universities:

- Unique for each institution
- Depends on:
  - starting point/circumstances/objectives
- Ultimately:
  - enhanced performance in T&L, R, Service to the Community
  - More engaged staff/stronger community
  - More understanding/engaged stakeholders





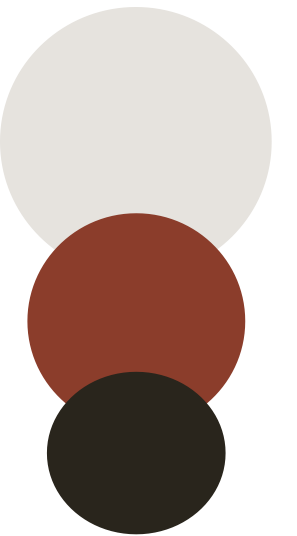
# Project Benefits- Pilot Sites

An evaluation of current and desired values,

- the extent to which they are **relevant** and
- are **put into practice**,
- how they might **enhance**
  - **what** the university does and;
  - **how** it does it

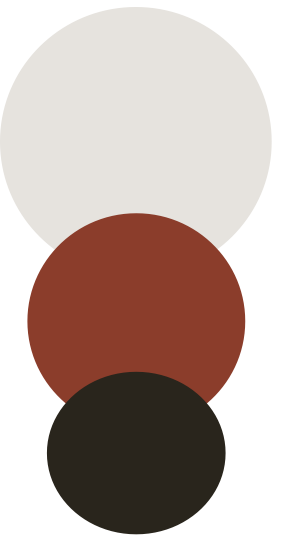
**Identifying** where there might be a **gap** between

- the **values espoused** and;
- their **actual implementation** and;
- **how** values might be more effectively and beneficially implemented



# Project Benefits- Pilot Sites

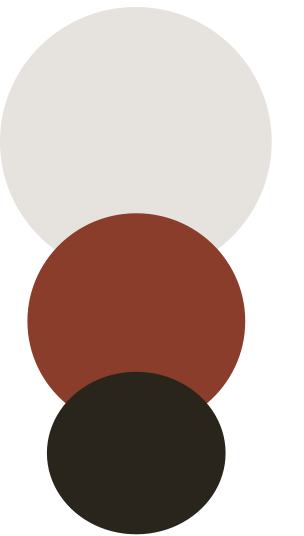
- Creation of an overt link between university values and the learning and graduate outcomes;
- Greater authenticity and enhanced reputation of university;
- **an externally facilitated opportunity to reflect on institutional culture and ethos as exemplified by its value system;**
- **an enhanced appreciation of an institution's values and mission;**
- **engage with external stakeholders, communicate the values and mission, and strengthen engagement;**
- **a closer alignment of individual and institutional values.**



# Project Benefits- Pilot Sites

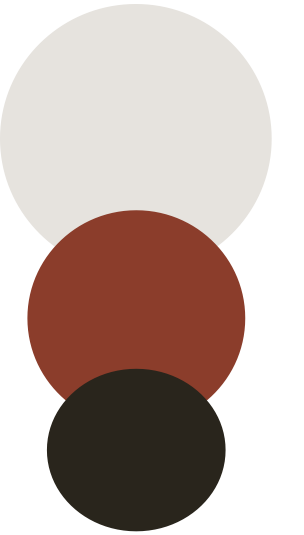
An opportunity to:

- **build and strengthen the academic community and its engagement within the university as a whole;**
- **stimulate innovation and commitment;**
- **leading to improved performance in teaching, research, and service to the community;**
- **identify and remove barriers to the realisation of an institution's values;**
- **enhanced social engagement trust, internally with staff and students and externally with stakeholders.**



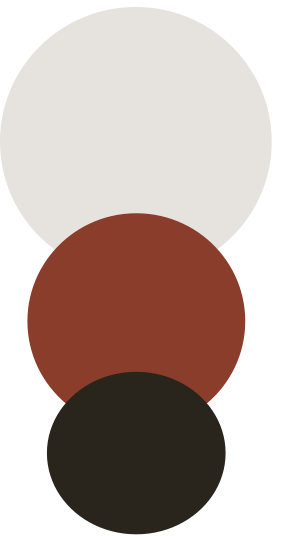
# Project Benefits- Specifics

- Values-basis for institutional governance;
- Values-basis for strategic plan;
- Re-prioritisation of values;
- Values included in student induction;
- Values included in staff recruitment and induction;
- Improved ‘satisfaction and well-being’;
- Others?



# Critical Factors for success

- Engagement of relevant stakeholders, internal and external, and their agreement on the need for, design, and execution of the initiative, which creates clear and legitimised ownership and commitment;
- Leadership from the top of the university and buy-in of leaders at various levels;
- A bottom-up process, including a clear and agreed upon framework and two-way honest and frank communication between those leading and those contributing;

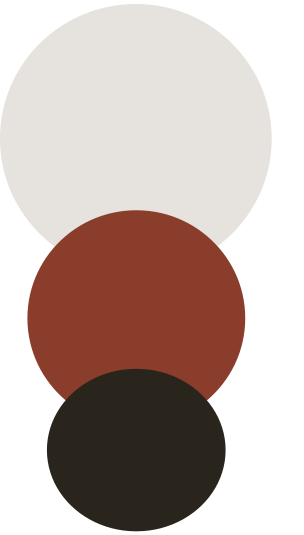


# The Responsive and Responsible University



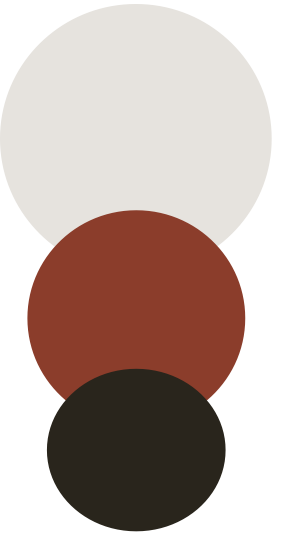
# Rationale

- Many universities worldwide are subscribing to this responsibility to society principle **but find it difficult to put it into practice** in their teaching, learning and research strategies and activities.
- Wish to study the **why and how** of success and failure for the purpose of learning from practical experience, or rather from the lessons learned by colleagues.
- Peer learning will be particularly helpful if it were **based on solid research into relevant cases and the mechanisms that defined their success or failure.**



# Expectations

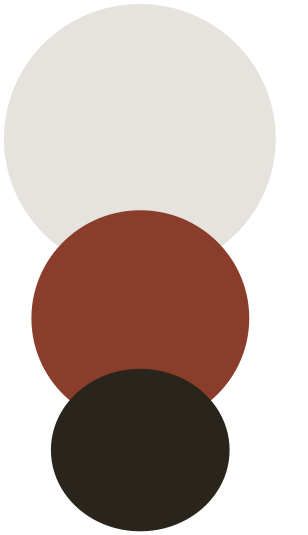
- Research should be:
  - of a reflexive nature;
  - analytical;
  - (self)critical to be transferable to other cases and to other contexts.
- Its primary object should *not* be the presentation and evaluation of individual projects *but* rather the portfolio of engagement of an individual institution, including the perspective of relevant external partners involved.





# Invitation to Engage

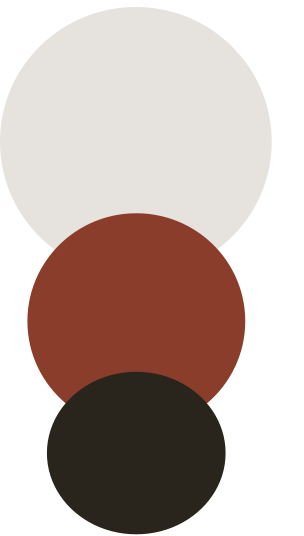
- Universities invited to express interest, sending:
  - Scope of the research;
  - Disciplinary fields of study involved;
  - Relevant external partners;
- Global coverage sought;
- Support available where necessary;



**Expressions of interest to MCO email by 1 February 2023**

# Groups

- To what extent are fundamental values the basis of a reliable social contract with Civil Society in your university?
  - what are the values?
  - how do you put them into practice?
  - what might you do differently so they have more effect?
- Other relevant issues
- Please identify a rapporteur for short feedback and report

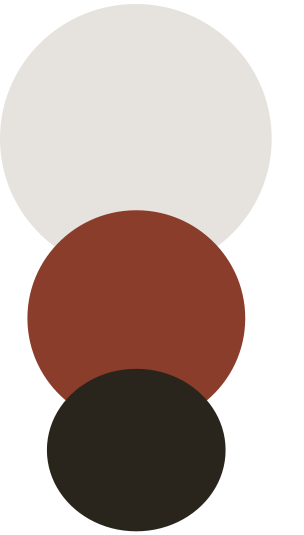


# Feedback

Brief reports of key points

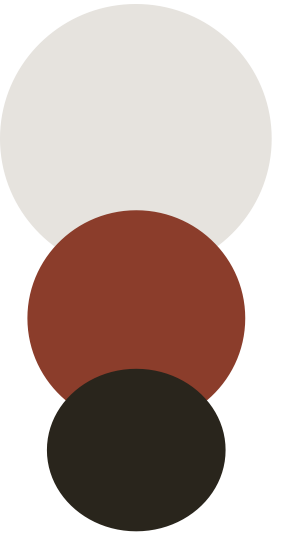
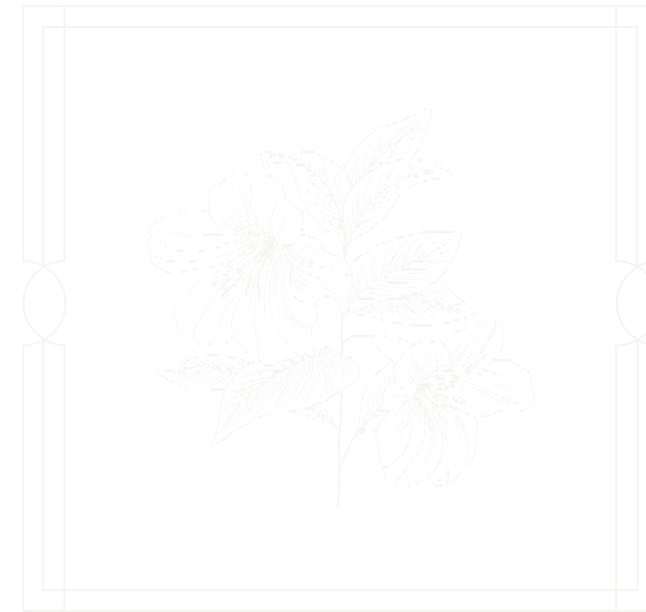


For possible action back home  
To inform future MCO activities



# Relevant Links

- <http://www.magna-charta.org>
- [Living Values Tool Box](#)
- [MCU 1988](#)
- [MCU 2020](#)
- [Sign the Magna Charta](#)





# Magna Charta Observatory

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