

IAU

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International Association of Universities (IAU), founded in 1950, is the leading global association of higher education institutions and university associations. It convenes and connects 600 Members from around 130 countries to identify, reflect and act on common priorities.

IAU partners with UNESCO and other international, regional and national bodies active in higher education **and serves as the Global Voice of Higher Education.**

THE UNIVERSITY: SHAPING VALUES AND SHAPED BY VALUES

MESSAGE FROM THE SECRETARY-GENERAL



**Dear Members of the IAU,
Dear Readers,**

Universities today fare in an increasingly complex and uncertain environment, with diverse expectations from internal and external stakeholders, including students, staff, governments, and the public. This challenge is exacerbated by eroding public trust in higher education, a decline in democratic values, increasing economic, political, social, and educational inequalities, rising intolerance, and threats to freedom of expression in a context of escalating global tensions and wars. Competition for students and funding—amid budget cuts and regulatory constraints—further hinder universities in fulfilling their missions.

These issues impact universities worldwide, affecting both collegial models, where academic voices are influential, and centrally-led institutions, public and private. Over time, the global higher education community has collectively defined fundamental values that guide universities' missions. These values, which define the International Association of Universities (IAU) vision, mission and strategic action plan, include academic freedom, institutional autonomy, social responsibility, and equity in access and knowledge sharing. They also encompass scientific integrity, ethical behavior, quality in teaching, research, community engagement, and a commitment to public interest.

These values and principles allow universities to function as inclusive spaces fostering freedom, pluralism, and democratic participation, essential for generating knowledge and understanding, and promoting sustainable societal progress. The full integration of these values into university practices and decision-making rests on the understanding that higher education serves public needs and supports individual, social, and cultural development. Indeed, higher education is crucial for reinvigorating democratic societies and realising a genuinely democratic future for all citizens.

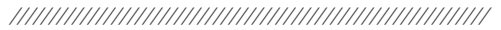
Through enhanced cooperation with its Members and partners, IAU embeds these core values across four priorities: globally engaged leadership, fair and inclusive internationalization, sustainable development, and digital transformation. By fostering critical thinking, thought leadership, multiculturalism and a culture of democracy, social responsibility, and active citizenship, IAU highlights the significant role of universities, the importance of international collaboration and open access to knowledge to contribute to addressing the global challenges such as climate change, inequality, migration, extremism and a democratic deficit. IAU calls upon decision makers to support the sector adequately to provide them with the freedom and capacity to adapt and transform to fulfil its promise to society at large.

In this context, IAU has invited global university leaders to reflect on these foundational values and their relevance today. Their insights, presented in the *In Focus* section of this issue of *IAU Horizons*, show that it is an opportune time to engage in further, thorough, conversations about *University Values in a Changing Context* during the IAU 2024 Annual Conference, in November.

We look forward to welcoming delegates from around the world to Sophia University in Tokyo and to continue these vital conversations over time.

Bonne lecture,

Hilligje van't Land, PhD
IAU Secretary General



IAU Horizons 29.2 – Contents

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IAU EVENTS

- 2 IAU 2024 International Conference



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IAU STRATEGIC PRIORITIES

- 4 Values-based Leadership
- 6 Internationalization of Higher Education
- 8 Higher Education and Research for Sustainable Development
- 10 Digital Transformation of Higher Education



IAU KNOWLEDGE HUB

- 12 New IAU publications
- 13 IAU World Higher Education Database (WHED)
- 14 IAU Membership News

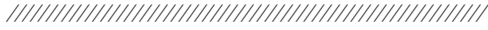


IN FOCUS:

- 15 The University: Shaping Values and Shaped by Values



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IAU 2024 INTERNATIONAL CONFERENCE

The IAU looks forward to convening its Members and the higher education community during the upcoming International Conference, to be hosted by Sophia University in Tokyo, Japan, in November.



UNIVERSITY VALUES IN A CHANGING WORLD

In today's dynamic and ever-evolving global landscape, universities find themselves navigating heightened complexity and uncertainty. Institutions and their leaders are increasingly compelled to adapt swiftly to a diverse range of expectations. Against this backdrop, this conference highlights the pivotal role of values, exploring how they provide universities with guidance for decision-making, ethical conduct, and meaningful engagement. Furthermore, conference sessions will assess the extent to which these values are used to address the grand challenges encountered by societies.

These challenges transcend geographical boundaries, impacting universities worldwide irrespective of their size, traditions, cultures, or operational styles. From a social and moral perspective, academic leadership is under growing pressure to respond to issues of equity, equality, and access. Institutions and their leaders are expected to contribute to the establishment of just and sustainable societies aligned with the UN 2030 Agenda and its associated Sustainable Development Goals (SDGs).

In epistemic terms, universities today grapple with mounting skepticism, which, compounded by the rise of populist, autocratic, and nationalist policies, seeks to undermine the legitimacy and relevance of higher education as trusted and autonomous places of knowledge, research, education, and service.

Politically, higher education finds itself entwined in the intricate and unstable dynamics of national and international politics. Institutions are compelled to address complex questions related to identity, ethics, and civic responsibility, all while contending with concerns about democratic institutions, human dignity, and peace.

Simultaneously, rapid technological advancements, particularly in generative artificial intelligence, exert profound influence on education, research, and collaboration, presenting unprecedented opportunities and daunting challenges across all disciplines. The times demand a reevaluation of academic engagement and knowledge production and dissemination.

Values, intrinsic to the very essence of universities since their inception, are deeply embedded in diverse cultures and traditions. They are integral to specific value systems within the societies in which universities operate. Amid this rich and diverse set of cultures and traditions, do higher education institutions around the world share certain fundamental university values? Are academic values, such as autonomy, academic freedom, and research integrity, at risk of being subverted by political pressures? To what extent do values play a crucial role in upholding the integrity and trustworthiness of universities in society? These are essential questions that this conference promises to explore and address.

Take part in these global conversations!
 Discover the programme and all practical information here:
www.IAUTokyo2024.net





“IAU meets in Tokyo in November at a vital time, just after the Presidential election in the United States. Open internationalism in higher education is threatened by nativist border closing and fractious geo-politics. Tokyo will combine our wisdom, strengthen our solidarity and give us heart in a difficult time.”



Simon Marginson
Professor at University of Oxford, UK – Plenary I: Universality, Diversity and Interdependence

Discover speakers' first thoughts on the programme sessions:

“Transformative universities emerge as they move from gatekeepers to champions of open access, collaborating locally and globally to challenge colonial epistemic imbalances. By promoting public knowledge and inclusive, equitable metrics, they can democratise knowledge and ensure access for all.”



Carolina Guzmán-Valenzuela
Professor at Universidad de Tarapacá, Chile – Session 1a. Opening the Gates of Knowledge to Empower Humanity

“Internationalisation must transcend the profit-driven neoliberal agenda and Eurocentric constraints, embracing a responsible and equitable paradigm that fosters intercultural intellectual engagements. This holistic reimagining aspires to advance humanity by integrating the rich diversity of global intellectual traditions.”



Emmet Woldegiorgis
Centre Director at University of Johannesburg, South Africa –Session 2b. Leading Values-based International Cooperation?

“The role of higher education, research and innovation in international relations varies greatly and is underpinned by values and anticipated outcomes. For example, a Knowledge Diplomacy approach focuses on the values of cooperation and mutual benefits while a Soft Power approach emphasizes self-interests and advantage. Global challenges know no borders and require scientific collaboration and a knowledge diplomacy approach.”

“Unlocking limitless potential: AI-enhanced strategic alliances among universities beyond borders drive innovation, collaboration, and global impact in the digital era.”



Jekuk Chang
President of Dongseo University, South Korea –Plenary II: University Values and Digital Innovation



Jane Knight
Professor at Sophia University, Japan –Session 2b. Leading Values-based International Cooperation?

About the host: Sophia University



上智大学
SOPHIA UNIVERSITY

Sophia University, also known as "Jochi Daigaku" in Japanese, was established in 1913 by the Jesuits, a

renowned Catholic order with a strong commitment to educational excellence. From its foundation, the university emphasized an internationally focused curriculum and rigorous training in foreign languages. This emphasis quickly positioned Sophia as a leading Japanese institution for the study of foreign languages and literature. Today, the University is a leading center for teaching and research in multiple disciplines including

humanities, social sciences, and natural sciences. Sophia University has been at the forefront of globalizing Japanese higher education. For Almost three-quarters of a century, the university has offered classes in English and has welcomed a diverse community of students, faculty members, and researchers from around the world, fostering educational mobility, collaboration, and specialization. Building on this wealth of experience and knowledge, and with a student body of 13,640 and 1,400 faculty members representing over 90 countries, Sophia is committed to nurturing individuals with a deep understanding of diversity and practical skills and knowledge, preparing them to excel in their chosen fields.



IAU ACTIVITIES RELATED TO ITS STRATEGIC PRIORITIES



Values-based Leadership

NAVIGATING HIGHER EDUCATION'S DUAL SPATIALITY

IAU endeavours to strengthen the capacities of university leaders and enhance cooperation among HEIs across the world. Thought leadership for university leaders as part of a truly global discourse is what the IAU offers its Members at its Conferences, webinars, and in publications. It fosters exchange on the most pressing issues of concern to higher education. Moreover, capacity-building for university leaders is central to the IAU's work, one such example is the IAU Executive Leadership Programme (ELP).

The ELP has set itself the ambitious task to be radically global in its ambition to support university leaders across all higher education systems and types. Its intention is to empower university leaders to manage their institutions successfully and sustainably while navigating the contextual, ethical and political dimensions of university leadership. Guided by experienced university presidents and other practitioners, the programme provides a framework with which to confront the big managerial, ethical, economic and societal questions universities face. Part of the attraction of the programme is the peer-to-peer exchange and learning between the participants currently representing 17 countries on four continents, creating unsuspected synergies, collaborations and new insights. Beyond the benefits of a global vision and engagement, the vibrant discussions in the ELP also reveal how these notions can easily slip into a globalist vision, which, at times negatively, impact both the university and the local community that it is serving.

One of the great thinkers of nationalism was the Anthropologist Benedict Anderson. The thrust of his definition of a nation as being in essence an "imagined community" can also be used for our understanding of universities in the world, or more precisely, for the globalist imaginary of universities. Put simply, a community in which its members do not know each other on a face-to-face basis must be imagined to some degree. University alliances and networks, such as the IAU, are a perfect example for furthering such an act of community-building.

Tools come into play that support the act of imagining a community. Anderson mentions, among other, national newspapers, history museums, and especially national censuses for the sake of imagining a nation. For universities,



First cohort of ELP in Doha, Qatar 2023

international rankings have a similar effect, creating abstract spaces of comparison and competition. Also, other trends help shape this globalist imaginary, such as the introduction of shared and standardised norms of accountability and efficiency in line with new public management (NPM) as a common driver across many higher education sectors, referred to as the "Four E" – Efficiency, Excellence, Entrepreneurship and Employability.

This also pertains to cultural practices, such as the shaping of a global science system with standardised norms in publishing or scientific collaboration, inculcating a prescribed set of epistemic cultural practices and habits may be seen as furthering this imagined community. The momentum of integration within the European Higher Education Area driving for ever more interconnection, interdependence and convergence, or the unanimous adoption of the UNESCO Global Convention on the Recognition of Higher Education Qualifications in 2019 also comes to mind as a tool for imagining a global community of universities.

A very strong contributor to this act of imagining a community is the IAU World Higher Education Database. It lists all accredited higher education institutions in the world. The ordering principle is the word "accredited", which not only determines whether the institution is in or out, but also gives it authority and legitimacy. Moreover, the fact that HEIs in the

WHED are listed side by side and structured by joint categories, such as faculties and fields of studies and degrees offered, goes a long way to harmonise what we call the mapping of the global higher education landscape.

Inasmuch as this list is of great importance to higher education stakeholders, let us linger on the image of the global higher education landscape and its implications for the IAU and our activities. The word landscape in this context points to its topographical quality, it evokes the idea that higher education institutions are physical entities bound by a shared idea and scattered around the world. The IAU's magazine you are currently reading is called *IAU Horizons*, again, hinting at a broad geographical and intellectual notion appealing to a global vision of a university – a vision which is after all the International Association of Universities' lifeblood.

What this idea of a university and that of the horizon have in common though is that they both fade and disappear the closer you get to it – that is to say that the realities of this imagined community of constituent elements – and with it its transformative power – are far more bound by national frameworks, fragmentation and local circumstance than we sometimes wish to admit. In fact, some argue that a globalist imagery of universities configures the discourse of higher education in such way that it actually constrains it. This results in a common imagery which sees universities and university systems under the spell of globalist forces, reinforced by historiography of universities which is revisioning the past as though a global integration, a global imaginary of universities, have always been an essential part of university history. This in turn can have powerful policy-making implications: it is structuring and shaping visions of the future as evermore converging, isomorphous models of universities which are teleologically bound to each other.

What we are learning from our discussions in the ELP is that any transformative notions we discuss at a global and principled level are primarily dependent on the capacity of national systems to absorb them, after all it is the national framework which controls the space of university leaders to manoeuvre and shape the institutions they are responsible for. With growing geopolitical tensions, we are seeing increasing pressure on higher education institutions to disavow the global dimension of higher education and keep to a national framework, where higher education is housed and funded after all, in which they govern and are governed. The fact that, although adopted unanimously in 2019, to date only 30 nations have actually ratified the Global Convention tells us how difficult it is to square national interests and epistemic traditions with a globalist vision.

A new cohort of ELP participants are about to come together in Tokyo for a new year of peer-to-peer learning, of sharing, of jointly reimagining what a well-run university might mean, using a language and ideas which needs to straddle



First cohort of ELP in Doha, Qatar 2023

many different HE systems, political entities, interests, styles, traditions, local customs, and moreover, values. The programme exposes the participants to best principles and practices in university leadership and management and creates a common sense of solidarity across a network of peers, and an acute awareness of the leadership skills needed to navigate conflicting global dimensions and national forces at play.

We take great pride and solace and inspiration in imagining an international community and shaping it, and the ELP is a fine example in which this happens. It is here where we explore the leadership dimensions of the university's dual spatiality being global and local - being a globally engaged university and yet in tune with what a university must actually mean to the local community - which sustains it.

GET INVOLVED

➔ Learn more about the ELP programme on the IAU website and confirm your interest in signing up for the next cohort.

For more information, please contact:
Andreas Corcoran at a.corcoran@iau-aiu.net



Internationalization

Internationalization of higher education is an inevitable process in the era of globalization and a deliberate strategy for improving quality and relevance of higher education and research. IAU focuses on the academic rationales, the equitable and collaborative nature of the process and aims to minimize the adverse effects of international interactions when these take place in highly unequal and diverse contexts among HEIs with different resources, needs and interests.

IAU STRATEGIC PRIORITIES

IS THE WORLD HEADED TOWARDS VALUES-BASED INTERNATIONALIZATION?

Introduction

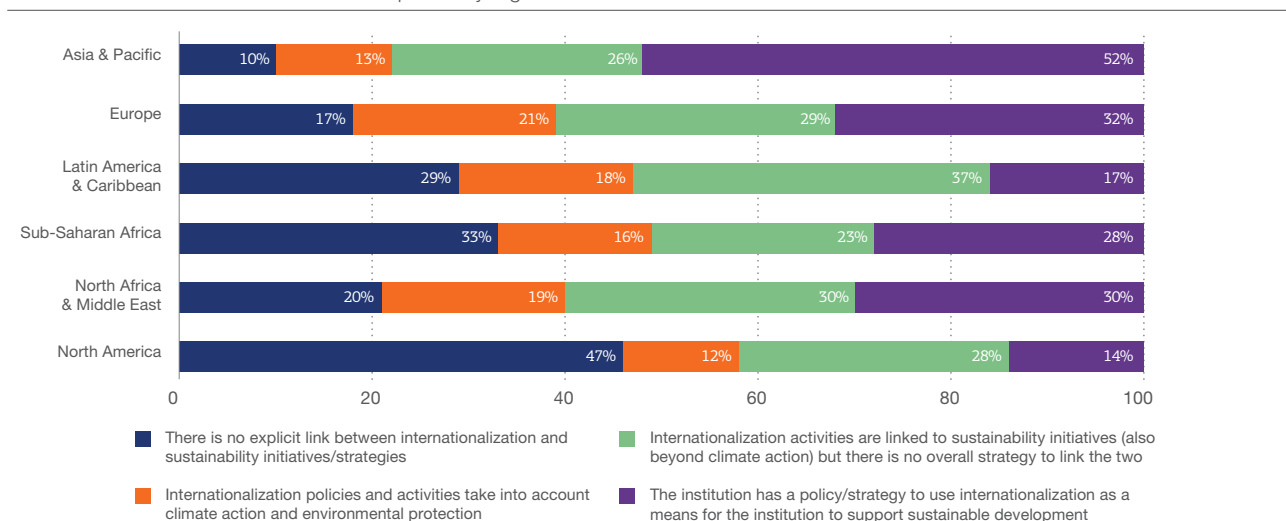
Defining the values that underpin internationalization and its value for society is complex and source of debate around the world. For many years, the intrinsic positive value of internationalization was shared by people working in the field. In recent years, critical voices have emerged, unveiling the negative effects of internationalization. Among the most important concerns are the unequal and non-inclusive nature of internationalization, both in terms of people, knowledge systems and their interaction. The critical voices have in many cases led to positive reactions, for instance the criticism of the elitist nature of an internationalization focused only on student mobility gave rise to internationalization of the curriculum at home, the criticism directed toward the environmental footprint of mobility led to the establishment of networks dedicated to climate action in internationalization. The same is true for the conceptualisation of internationalization, already in 2015, the IAU participated in revising the definition of internationalization that claims that internationalization should “make a meaningful contribution to society”. More recently, concepts such as “responsible internationalization” and “internationalization for society” have emerged.

However, beyond the theoretical discussion, it would be interesting to know more about how the relation between values of internationalization and its value for society is actually taking shape in practice. The 6th IAU Global Survey can shed some light on several of these aspects.

Values of internationalization

Although there were no explicit questions investigating the values of internationalization in the survey, some questions are related to this topic. The first one is about benefits of internationalization. For the second time as per the 5th edition, “Enhanced international cooperation and capacity building” has been selected as the most important benefit of internationalization at global level and in all regions except North America, while “Increased global, international and intercultural knowledge, skills and competencies for both students and staff” is the second most important at global level and the first in North America. These results depict an internationalization that is based on values such as cooperation, mutual understanding, learning and development. However, it would be a mistake generalising such a conclusion. Survey results for several questions for North America show that in this region, internationalization is focused on student mobility and especially on the attraction of degree seeking students, indicating an economic rationale

Internationalization and sustainable development by region



for internationalization in this region. Similarly, the results of the question on societal risks of internationalization, show that “Brain drain” is identified as the most important risk in Sub-Saharan Africa, where it was selected by three quarters of HEIs. This clearly indicates a presence of inequalities and asymmetrical relations in internationalization, which are confirmed by the results on geographic priorities.

Beside regionalisation trends, the respondent identified the most important regions for their internationalization efforts. Europe and North America are selected as the most important regions while Latin America & the Caribbean, North Africa & the Middle East and Sub-Saharan Africa are always considered the least important by all other regions and particularly by each other. As all these regions can be considered part of the “Global South”, the results show how inter-regional “South- South” collaboration is definitely not considered a priority. In terms of collaboration, HEIs in the Global South prioritise relations with HEIs in the Global North, but this relation is not reciprocal, the South looks North, but the North does not look South.

The overall majority of institutions at global level (87%) confirmed that their internationalization policies and activities take into account diversity, equity and inclusion, showing that these values are important when speaking about internationalization. However, it is interesting to note how such values are interpreted differently in different regions of the world and especially how the understanding of who is the target group for inclusion varies from region to region: “People from low economic backgrounds” is the priority target group in Latin America & the Caribbean, Asia & Pacific and Sub-Saharan Africa; “People with disabilities”, in Europe and in North Africa & the Middle East and “Ethnic/cultural minorities” in North America.

Value of internationalization for society

Other survey questions help understanding the value of internationalization for society. For instance, the majority of respondents (60%) indicated that there is an explicit link between internationalization and societal/community engagement at their institutions. However, only 22% conduct

any assessment proving that activities are a means to benefit the local community.

It is interesting that the majority of respondents (84%) indicated that internationalization has played a positive role in promoting intercultural understanding and reducing racism and xenophobia, not only within their institutions, but also in the local community. This is true both at global level and in all regions of the world. Another reassuring result is that the majority of HEIs (59%) acknowledges the link between internationalization and sustainable development also beyond climate action and that a considerable percentage of them (28%) have a policy or strategy in place to use internationalization as a means to support sustainable development. However, it is worth noting that these results present substantial regional variations. For example, for Asia & Pacific it is the majority of institutions. On the contrary, in North America 47% of institutions indicates that there is no explicit link between internationalization and sustainability initiatives/strategies.

Conclusion

The results of the 6th IAU Global Survey shed light on the values underlying internationalization around the world, but also the value of internationalization for society. Without being exhaustive, they reaffirm first and foremost how internationalisation is perceived differently around the world and how both values of internationalization and the value of internationalization for society vary around the world. They also show that the debate on values is not only a theoretical one, but that HEIs around the world are creating internationalization policies, strategies and activities informed by values to maximize the value of internationalization for society.

Despite the current trends, internationalization is far from perfect and challenges remain on the road towards a values-based internationalization for society. The 6th IAU Global Survey is also an advocacy and awareness raising instrument. The results give some reasons to be optimistic for the future developments and in a world when too often there are more reasons for being pessimistic, this is a very positive result.

GET INVOLVED

🔄 Use the results of the 6th IAU Global Survey on Internationalization of Higher Education!

The 6th IAU Global Survey report provides global trends and a regional analysis. Published in 2024, it is available in both English and French, thanks to the translation of the Agence Universitaire de la Francophonie - AUF.

The results are of seminal importance in the field of internationalization of higher education, they are used by researchers and experts in the field and attract the interest

of policy makers and higher education media. There are multiple possibilities to use the survey results, for instance to conduct further research, to benchmark an institution's internationalization process at regional and global level, or to conduct a revision of internationalization policies and activities.

If you are interested in organising an event to know more about the survey results or to work together with the IAU to conduct further research, please do not hesitate to contact:

Giorgio Marinoni at g.marinoni@iau-aiu.net



Higher Education and Research for Sustainable Development

Universities play a key role advocating, educating and leading the way for a more sustainable future. For many years, IAU has been fostering actions for sustainability in support of *Transforming our world: the 2030 Agenda for Sustainable Development* and the related Sustainable Development Goals.



EMPOWERING CHANGE: THE IMPORTANCE OF VALUE-DRIVEN HIGHER EDUCATION FOR A SUSTAINABLE FUTURE

In an era where environmental crises and rising inequalities are an increasingly concerning reality, the pursuit of sustainable development has never been more critical. At the IAU, we argue that the key for meaningful change lies within education and that SDG 4: *Quality Education* can act as a catalyst for all 17 SDGs (Sustainable Development Goals). While several publications address (higher) education's role for SDGs, they rarely question the values that must underpin these efforts to be effective.

Which values should HEIs stand for?

Values in the context of Higher Education institutions (HEIs) can be understood as the core principles and beliefs that guide the institution's actions and decisions. Some of the activities guided by values and linked to the SDGs include Environmental Stewardship, Innovation, Community Engagement, Ethical Responsibility, Equity and Inclusion, Integrity, Social Justice, and many more. These can also be seen as the values that universities foster.

This value-based backdrop is crucial, as HEIs are at the forefront of value-driven education, research, and community action. Not only do academic institutions hold the potential to convey a value-driven ethos to support sustainability to its students, but they also shape the discourse and public debate beyond the university in the local community.

IAU Secretary General Hilligje van't Land (pictured forth from the left) attended and presented at the UNESCO ESD-Net2030 Global Meeting in Tokyo, Japan (Dec 2023). IAU sits on the Ubuntu Committee of Peers since 2002.

How is this reflected in activities?

By examining the specific initiatives and programs a university supports, one can gain insight into the values that drive its commitment to sustainability. For instance, if a university heavily invests in renewable energy projects and sustainability research, it is likely that environmental sustainability and innovation are key values. Similarly, a strong emphasis on community partnerships and public outreach indicates a value placed on social responsibility and community engagement. In Teaching and Learning, the commitment to SD would translated into integrating sustainability principles into curricula, fostering innovative research, and cultivating a culture of ethical responsibility. By embedding values such as these throughout the whole institution, universities can equip the next generation of leaders with the mindset and tools needed to drive transformative action. Moreover, by partnering with local organizations for sustainability projects, hosting public seminars, organizing volunteer programs, the university shows that it values its role in the broader community and prioritizes social responsibility.

A university that values social equity and inclusivity aims to ensure all individuals have opportunities to succeed. Frequently, this is done by putting in place policies that support diversity and inclusion, for instance by offering

scholarships for underrepresented groups or by promoting a campus culture of respect and equity. Lastly, a university that values global interconnectedness and responsibility supports internationalization activities that include sustainability concerns, participates in international sustainability networks, and offers global development courses.

ESD (Education for Sustainable Development)

Education for Sustainable Development (ESD) is UNESCO's response to the pressing and significant challenges our planet is currently facing. UNESCO's ESD for 2030 Roadmap and ESD for 2030 Network seek to foster the personal and societal transformation needed to change the planet's and society's unsustainable trajectory. The ESD Roadmap (2021) is value-based and mentions both peace and justice as driving principles for action.

More importantly, ESD empowers individuals, equips them with key competencies, and engages all parts of the institution. During the ESD Net Global Meeting (December 2023), part of the discussions addressed the question of strategies and values needed for visionary leaders for ESD in education more broadly.

Sustainable Education – changing paradigms

We might need to go even a step further, as some scholars suggest, and question the purpose of education in a bigger picture.

The role and purpose of Education can no longer be preparation for an assumed stable future and 'business as usual', but a nurturing of individual and collective potential to live well and skilfully in an already complex and volatile world, towards human and planetary betterment.

Stephen Sterling

IAU Senior Fellow, Emeritus Professor of Sustainability Education at the Centre for Sustainable Futures, University of Plymouth, UK, Special Advisor on ESD and IAU Senior Fellow

Notably Stephen Sterling strongly champions “sustainable education,” meaning that education and its systems need to change for sustainability activities and ESD to be effective on the long run. He also advocates for a general shift in paradigm: as a crucial step towards systems transformation, societal worldview must change. On a more practical level, for the students, leaders, academics, and all members of the university community this means allowing more space for critical reflection and questioning the purpose and value of individual and collective action. Eventually, this will be leading to a deeper, more challenging and inspiring learning experience than merely learning facts. It generates awareness, internalises core concepts, and develops the collective consciousness of sustainability.

In line with the IAU vision and Mission, and its strong focus on equity, solidarity, and cooperation, as well as global responsibility towards all communities, the IAU HESD strategy and initiatives aim at supporting HEIs and their leadership to establish value-based institutional strategies. Sustainable Education might just be the step towards sustainable transformation that is needed.

Since the early 1990s, the **IAU has advocated for the key role higher education can play for a more sustainable future**, supported by two IAU Policy Statements that translate this commitment: the [IAU Iquitos Statement on Education for Sustainable Development](#) (2014) and the [IAU Kyoto Declaration on Sustainable Development](#) (1993). The Association supports and informs the UN Agenda *Transforming our World: The 2030 Agenda for Sustainable Development* and is part of the UNESCO Education for Sustainable Development (ESD for 2030) initiatives. Through engagement with Members at events, through publications, and by providing tools and visibility through the [IAU HESD Global Portal](#), a platform collecting higher education's actions for Sustainable Development (SD) since 2012, learning opportunities, momentum for change, and positive impact for SD are created.



GET INVOLVED

and support IAU HESD:

➔ **Contribute to the IAU Global Portal on HESD and share your initiatives with the global higher education community!**
www.iau-hesd.net

➔ **Read the IAU HESD Survey Report, presenting data from 464 institutions globally:** <https://iau-aiu.net/Accelerating-Action-for-the-SDGs-Read-the-Report-of-the-3rd-IAU-Global-Survey>

➔ **Learn more about the IAU HESD Global Cluster:** <https://www.iau-hesd.net/index.php/IAU-Global-HESD-Cluster>

For more information, please contact:
Isabel Toman at contact@iau-hesd.net



Digital Transformation of higher education

The digital transformation of society is inevitably reshaping the higher education sector and it impacts the way HEIs operate at all levels, from governance to teaching and learning, from the content of curricula to knowledge production and research activities. The IAU supports institutions in this process of transformation that higher education institutions are reacting to, interacting with and shaping to remain relevant in increasingly digitalised societies.

CULTIVATING THE VALUES OF OPEN SCIENCE

The ‘In Focus’ section of this issue of *IAU Horizons* is dedicated to the topic: *The University: Shaping Values and Shaped by Values*. It implicitly raises the question as to what extent universities can define the values that underpin the structures and systems within a given university. The answer to this question would depend on a series of factors among others the level of institutional autonomy and academic freedom, the conditions and expectations tied to institutional financing, as well as the cultures and traditions that frame the institution and its purpose in society.

While recognizing the complexities and diversity of situations that universities face worldwide, one may ask whether the transformation towards *Open Science*¹ could be a transversal unifier that brings together universities around a common purpose informed by a shared set of principles and values regardless of their differences.

In 2021, the UNESCO Member States adopted a normative instrument in form of a global Recommendation on Open Science . The Recommendation defines Open Science “as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems.”

There is no single way of implementing the principles of Open Science. It depends on the local context, national policies and support (or lack of the same), and the means at the institution to steer this transformation. Nevertheless, all the different steps matter.

To facilitate this transformation, the IAU has established an Open Science Expert Group with experts from all regions of the world. The group is chaired by Peter Aronsson, Rector of Linnaeus University in Sweden. The purpose of this group is to create global exchange and dialogue; to raise awareness about the opportunities and challenges for academia in the movement toward Open Science; and to outline the important role of universities in the process as well as the different tensions that this transformation brings about. The aim is to create a consolidated voice of academia (inclusive of different traditions, interpretations and opportunities) for universities to actively contribute to shaping Open Science as an essential movement within the broader science ecosystem.

The expert group has developed a report that will be launched during the IAU 2024 International Conference in Tokyo entitled: *Open Science: the Challenge for Universities*. It will be discussed during the conference and shared with the full IAU Membership. Based on the report, this article introduces some of the reasons why Open Science matters to universities.

UNLOCKING KNOWLEDGE

A vital principle of Open Science is that the “global university system” must recognise, respect and exploit the global diversity of epistemologies, cultures and practices of the social and intellectual environment in which it works.

Access to the global knowledge stream is essential for all, both researchers and students. Whereas there are many different types of universities, all belong to one genus: a place where the boundaries of what is known and understood are probed to the benefit of students and of society as a public good. Yet, rather than having peer-reviewed research results freely accessible to all, a large proportion of highly cited journals have an important price tag. These restrict access to them by paywalls set to extract maximum levels of funding from the rich science systems , thereby limiting access in the system with less resources, fracturing the international science community in terms of possibilities of publishing and accessing research results. The global knowledge stream is weakened by excessive prices, depriving institutions of access to much current knowledge, and for contributing to the global knowledge stream. The public good of science is lost through

1. UNESCO Recommendation on Open Science: <https://unesdoc.unesco.org/ark:/48223/pf0000379949> (accessed 3/7/2024)

premature commercial appropriation for the private benefit of small number of shareholders. The purpose of Open Science is to break the current boundaries of the global knowledge stream and create one that cherishes and benefits from the rich and diverse global tapestry of experiences and perspectives.

BUILDING TRUST IN SCIENCE THROUGH TRUSTWORTHINESS

The rise of political populism, the slide towards anti-intellectualism and the explosive growth of misinformation and disinformation are different factors which has fuelled distrust in science. It is essential for universities to address this scepticism, and build trust through the trustworthiness of science which lies in the integrity of its processes.

The processes of science must be efficiently scrutinised by peers to ensure that error is identified, arguments can be discussed and uncertainty minimised. Independent, open scrutiny of observation, experiment, analysis and publication minimise avoidable errors and underpin the self-correcting character of science. If data, meta-data and the code used in any manipulations are not available for scrutiny, published work cannot be subject to scientifically indispensable testing by reproduction or replication. This underlines the vital need to expose all necessary information for scrutiny, except where confidentiality, safety or security are at risk, in which case special steps should be taken to permit proper scrutiny.

The integrity of science is furthermore threatened by the overproduction of papers, driven by a “publish or perish” ethos that incentivises academics and universities to publish research irrespective of its quality. Universities have an important role in addressing these challenges and building trust through the trustworthiness of science, grounded in high levels of academic integrity.

FOSTERING AN INTERNATIONAL OPEN SCIENCE COMMUNITY

The last half century has seen a massive growth in the worldwide population of universities constituting a global academic community. As so many of the grand challenges facing humanity are simultaneously local and global in nature, universities are natural bridges between local, national, regional and the global science systems, with the potential to provide for the free flow of scholars and scholarship that are essential to addressing humanity's grand challenges, supported by open access to the global knowledge stream.

It is important that universities formally recognise the crucial international dimension of open science and their role in supporting it. They have a major responsibility to promote open science as a global public good by creating and facilitating the flow of ideas and opportunities across their international

networks. The academic publishing system should provide a friction-free conduit for such flow, where all parts of global academia are efficiently networked in such a way that new ideas and results are immediately accessible everywhere and by all.

The report of the Open Science Expert Group identifies four practical and crucial priorities for universities in the open science arena:

- Opening the workings of science to scrutiny, both to peers and to the public, as powerful means of ensuring rigour and honesty and therefore the integrity of science, its efficiency for users and its trustworthiness.
- Open collaboration across the scientific community including the sharing of data in interoperable formats to enhance value through collaboration and efficient use of resources.
- Openness to society in which universities extend their public engagement in the joint creation of actionable knowledge and to support the development of society.
- Building bridges across international society as parts of an international scientific and scholarly community that is aware of regionally and culturally varied contributions to the tapestry of human knowledge.

Read the full report of the IAU Open Science Expert Group here:



and sign up to become part of the IAU's work on Open Science <https://bit.ly/IAU-OpenScience>.

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IAU KNOWLEDGE HUB

New IAU Publications

IAU Global Survey Report: Internationalization of Higher Education: Current Trends and Future Scenarios



The IAU 6th Global Survey on the Internationalization of Higher Education, conducted in 2023, received responses from 722 higher education institutions (HEIs) in 110 countries and territories. The resulting survey report, “Internationalization of Higher Education: Current Trends and Future Scenarios,” analyses the findings in order to present both global and regional trends. The report furthermore compares

current findings with data from the IAU’s previous Global Surveys on Internationalization in order to explore long-term changes occurring in the internationalization field. In doing so, the 6th IAU Global Survey paints a picture of the current state of internationalization around the world, its recent transformations, and its possible evolutions moving forward.

Download the report on www.iau-aiu.net/Publications

Higher Education Policy (HEP)

HEP 37/1 – March 2024



The first issue of HEP in 2024 looked at governmental failures to address housing problems for international students in Australia, the application of decolonization to higher education, drivers behind Chinese prefecture cities’ adoption of vocational colleges during the latest tertiary education expansion, and how HE reform in Poland has altered the power structure of the HE

governance in place. (<https://link.springer.com/journal/41307/volumes-and-issues/37-1>)

HEP 37/2 – June 2024

The June issue featured articles looking at cancel culture in the Arab world, the impact of performance-based funding in the US, rationales for establishing American-style universities in post-2003 Iraq, and a review of the impact of performance-based funding in the US amongst others. (<https://link.springer.com/journal/41307/volumes-and-issues/37-2>)

HEP 37/3 – September 2024

The most recent issue of HEP brought together a collection of papers looking at a corpus linguistics investigation of AI and other technological threats, internationalization strategy via north-south partnerships, COVID-19 and its impact on research excellence in China, changing the culture of sexual violence at UK universities, academic career mobility. To see the complete list of articles and abstracts, please visit the journal website. (<https://link.springer.com/journal/41307/volumes-and-issues/37-3>)

NEW

IAU Members can now access HEP via a new URL referral system.

➡ To do so, please go to https://www.iau-aiu.net/connexion_springer.php and use your WHED login details to connect. Once connected you will be able to access the entire collection of HEP, including online first articles (papers that have been accepted and are awaiting publication in an issue of HEP).

If you have not received your WHED login details, or have lost them, please contact Nicholas Poulton (n.poulton@iau-aiu.net)

IAU WORLD HIGHER EDUCATION DATABASE (WHED)



In collaboration with:



WHED and the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education

Ever since our foundation in 1950, the IAU has been tasked with mapping the global HE landscape. First through the International Handbook of Universities and World List of Universities and Other Institutions of Higher Education in book form, and then online via the World Higher Education Database, in short the WHED (www.whed.net).

The WHED is a unique reference portal that lists authoritative information in two areas:

- Firstly, higher education institutions that are accredited / recognised by national competent bodies;
- Secondly, it provides comprehensive information on national education systems and credentials.

It is a crucial source of information in the field of international recognition, especially against the backdrop of the *UNESCO Global Convention concerning the Recognition of Higher Education Qualifications*, which, at the time of writing, has been ratified by 30 states. IAU accompanied the adoption process and is glad that the Global Convention is making headway as the first United Nations treaty on higher education with a global scope, to facilitate academic and professional mobility.

As part of a common recognition framework, the Convention calls upon the State Parties to *“Facilitate the dissemination of and access to accurate information on the other States Parties’ higher education systems, qualifications, and qualifications giving access to higher education.”* This is exactly what the WHED does, and more.

The Global Convention states that individuals have the right to have their qualifications assessed for the purpose of applying for admission to higher education studies or seeking employment opportunities, and that should be done in a way that is transparent, fair, timely and non-discriminatory in accordance with the rules and regulations of each State Party.

Moreover, the Convention points to the need for ‘practical and transparent solutions to improve recognition practices globally’. Again, the WHED, with its validated information on higher education institutions, is a significant facilitator in this as it contributes to what the Convention calls for: **fair and transparent procedures for recognition, and quality**

assurance and academic integrity in higher education at a global level.

To this end, the WHED is a trusted reference tool and serves all Member States party to the *Global Convention* as it provides a lot of the necessary information on higher education institutions and national systems that can be used to verify an applicant’s data.

Quality assurance is carried out through constant communication with national competent bodies (e.g. ministries, HE commissions and permanent delegations) and by consulting officially-released lists of nationally accredited higher education institutions.

We know that there are widespread networks of recognition centres that closely cooperate with each other around the world according to common frameworks – and we applaud the ever-increasing integration of these frameworks, such as the ENIC-NARIC and the APNNIC networks.

Currently, the IAU is collaborating with the ENIC-NARIC network to explore how the WHED can support recognition services even better – for instance through modifications to our search engines that will unleash historical information on accredited universities and thus help cross-referencing institutions over time.

As a next step, we wish to enhance interoperability and the exchange of data through automated processes between different systems and data sets. This will help improve usability and interaction with higher education stakeholders and clients, and facilitate speedy data accumulation and provision.

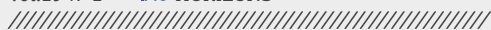
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Please check the data we have on file for your institution and let us know of any changes to update.

We are currently updating data on Africa and we welcome information from the national competent bodies - please do contact us if you wish to contribute to updating the data we currently hold on your country’s education system.

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For more information, please contact:
Andreas Corcoran at a.corcoran@iau-aiu.net



IAU Membership News

IAU is pleased to welcome 14 new Members from 14 different countries into its global community. We are grateful to all our Members for their incredible support and engagement.

Sign up for the Newsletter and follow IAU on social media to receive updates from IAU on activities and to be informed of opportunities for engagement. Make sure to share news or updates that would be of interest around the world to be published in the News from Members section on the IAU website.

For questions about membership, contact membership@iau-aiu.net

Institutions

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Foundation University Islamabad
Pakistan
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University of Canberra
Australia
<https://www.canberra.edu.au/>



Victor Babes University of Medicine
and Pharmacy of Timisoara
Romania
<https://www.umft.ro/en/acasa-english/>



Botswana University of Agriculture
and Natural Resources
Botswana
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University of the Western Cape
South Africa
<https://www.uwc.ac.za/>



Federal University of Minas Gerais
Brazil
<https://ufmg.br/international-visitors>



Florida International University
United States
<https://www.fiu.edu/>



Constructor University Bremen
GmbH
Germany
<https://constructor.university/>



Hidayatullah National Law
University
India
<https://hnlu.ac.in/>



Organisation

Environmental Association for
Universities and Colleges - EAUC
United Kingdom
www.eauc.org.uk



Kazakh National Women's Teacher
Training University
Kazakhstan
<https://qyzpu.edu.kz/en/>



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IN FOCUS

The University: Shaping Values and Shaped by Values

by **Trine Jensen**, Manager, HE & Digital Transformation, Publication and Events and
Andreas Corcoran, Deputy Secretary General.

In today's dynamic, complex, and ever-evolving global landscape, universities are increasingly finding themselves on the front lines of social tension, economic and environmental uncertainty, and political change. These challenges transcend geographical boundaries, impacting universities worldwide irrespective of their size, traditions, cultures, or operational styles. Against this backdrop, this 'In Focus' section dedicated to the theme **The University: Shaping Values and Shaped by Values** deals with the role of values, exploring both the ways that universities shape the values of their students and the values that universities themselves rely on for guidance in their decision-making, ethical conduct, strategic outlook and meaningful engagement.

This diverse collection of articles serves as a substantial contribution to the discussions we will have at the IAU 2024 International Conference, hosted by Sophia University on "*University Values in a Changing World*".

The importance of the theme and how it resonates come to the fore in the high number of university leaders who contribute to this collection of 44 articles. Authors from around the world share their views on the values they identify as essential for universities and their students and how they guide them in their daily pursuit of chartering a sustainable course for their institutions in and for society.

The collection of articles provides a fascinating mosaic of how one can or should discuss the importance of values within universities. On the one hand, universities embody the pursuit of truth through academic research. On the other hand, like all human beings and organizations, they are guided by values in their operations that are contingent on culture - principles that, by their very nature, can never be absolute. But given the unique context of the university, there is no other institution which lends itself so well to the examination of values – both historically as well as theoretically.

It is a compilation of the aspirations of the higher education sector and a reflection on its role in society and its responsibilities toward stakeholders. It involves an acute understanding of the framework that is handed down from generation to generation within a specific culture and academic context while exploring the extent to which you can push the discourse in directions you believe are most meaningful for the university and society- ideally, free from political doctrines, religious beliefs, and market interests.

However, the collection of papers also demonstrates that the conditions for achieving this vary greatly depending on the context, a country's academic culture, available resources, and other pressing issues that shape what is possible.

This is likely a never-ending negotiation - a continuous process of questioning, debating, and reconsidering the values that a university stands for and the values that students carry with them as they leave campus to pursue their ambitions and aspirations for the future.

Finally, while recognizing the importance of the ideals that drive us, values must be lived and ensuring their implementation and practical application is far from simple. The pursuit continues.

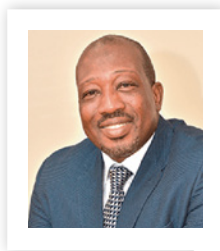
TABLE OF CONTENT

- 18 **01** Sustaining the values tradition of universities, by *Nana K. Poku*, Vice Chancellor and Principal, University of KwaZulu-Natal, South Africa
- 19 **02** University values and academic freedom: a case study from New Zealand, by *Giselle Byrnes*, Provost, Massey University, New Zealand
- 20 **03** Values and present day universities... a few random thoughts, by *Stephen Mavely*, Former Rector and President of Don Bosco University, Assam, India
- 21 **04** Research-intensive universities: values and value, by *Orla Feely*, President, University College Dublin, Ireland
- 22 **05** Climate for Change: A New Paradigm in Education, by *Joel Towers*, President, The New School, USA
- 23 **06** The University: Does Shaping Values and Shaped by Values Matter? by *Olusola Fajana*, Vice Chancellor & *Keneuo Motsoene*, Director Moshoeshoe I Institute of Peace and Leadership, National University of Lesotho (NUL), Lesotho
- 24 **07** Our double-edged engagement with history, by *Patrick Deane*, Principal, Queen's University, Canada, President, Magna Charta Observatory and Vice-President, IAU Vice-President
- 25 **08** Shaping Common Values in Times of Crisis, by *Salim Daccache*, Rector, Saint Joseph University of Beirut, Lebanon and IAU Administrative Board Member
- 26 **09** The Importance of the University's Role in Creating Value in Research that Contributes to Social Responsibility and Well-being, by *Etsuko Yaguchi*, President, Toyo University, Japan
- 27 **10** Bravery and Inclusivity: Shaping the Future of Higher Education, by *Kevin Hall*, President, University of Victoria, Canada
- 28 **11** Why students' protesting should be heard, by *Patrizia Nanz*, President of the European University Institute, Italy
- 29 **12** Values, Technology, and the State in Higher Education, by *José Alejandro Jaime Vargas*, Research professor, Universidad Autónoma de Guadalajara, Mexico
- 30 **13** Universities have an obligation to shape societal values, by *Nilanthi de Silva*, Vice-Chancellor, University of Kelaniya, Sri Lanka
- 31 **14** Shared values require joint action, by *Henk Kummeling*, Rector Magnificus, Utrecht University, The Netherlands, and IAU Administrative Board Member
- 32 **15** Beyond Ivory Towers: The Evolving Role Of Universities In A Changing World, by *Omar Al-Ansari*, President, Qatar University, Qatar
- 33 **16** Enkindling the desire for knowledge: "The Value of our European University", by *John Mc Court*, Rector, University of Macerata, Italy
- 35 **17** Universities are meant to form values and sense, by *Kateryna Astakhova*, Rector and *Luidmila Mikhailova*, Head of Department, Kharkiv University of Humanities "People's Ukrainian Academy", Ukraine
- 35 **18** Universities as Cultural Constitutions – Essential for Global Sustainable Development, by *Peter Aronsson*, Rector, Linnaeus University, Sweden and IAU Administrative Board Member
- 36 **19** The Role of Universities in Ethical and Sustainable Engagement, by *Carmen Z. Lamagna*, Member, AIUB Board of Trustees, and former IAU Administrative Board Member, and *Manzur Khan*, Proctor, American International University-Bangladesh (AIUB), Bangladesh
- 38 **20** University Values: scaling deeper and scaffolding higher, by *Thandwa Mthembu*, Vice-Chancellor and Principal, Durban University of Technology (DUT), South Africa
- 39 **21** Starting with Why – the Value and Values of Universities in and for the World, by *Ciarán Ó hÓgartaigh*, President, University of Galway, Ireland
- 40 **22** Uncertain Futures: the role of universities in finding common ground and creating social trust, by *Hanne Leth Andersen*, Rector and *Jakob Egholm Feldt*, Professor, Roskilde University, Denmark
- 41 **23** The Role of Values in the Ever-Changing Dynamics of Today's Society, by *Pal Ahluwalia*, Vice-Chancellor and President of the University of the South Pacific
- 42 **24** Universities in a changing world: shelters for old and emerging values, by *Giovanni Molari*, Rector, Alma Mater Studiorum – University of Bologna, Italy
- 43 **25** Three priorities at a critical moment for universities, by *Graham Carr*, President and Vice-Chancellor, Concordia University
- 44 **26** Universities as the "Influencers" of Modern Society, by *Inga Žalėnienė*, Rector, Mykolas Romeris University, Lithuania and IAU Vice President



- 45 **27** **Universities: Unifying values, ambiguity and uncertainty**, by *Andreas Altmann*, Rector & *Claudia Moessenlechner*, Director Learning Solutions, MCI – The Entrepreneurial School, Austria
- 46 **28** **Shaping Global Trust, Shaped by Global Trust**, by *Kyosuke Nagata*, President, University of Tsukuba, Japan
- 47 **29** **The universities' role in facing crisis**, by *Margareth Hagen*, Rector, University of Bergen, Norway
- 48 **30** **Beyond Words: Integrating Values into University Learning and Research**, by *Miquel Nicolau-Vila*, Former Rector, University of Andorra and IAU Administrative Board member, Andorra
- 49 **31** **Universities and Values in a Global Context**, by *Fernando Leon-Garcia*, President, CETYS University, Mexico and IAU Administrative Board Member
- 50 **32** **Navigating Trust Challenges in the Geopolitical Landscape at Western Norway University of Applied Sciences**, by *Christine Øye*, Pro-rector for Research, *Elin Kvaale*, Head of International Relations, *Therese S. Skagen*, Head of Research Support in the Library and *Gunnar Yttri*, Rector, Western Norway University of Applied Sciences, Norway
- 52 **33** **Redefining values to address global challenges: how universities are shaping a sustainable and inclusive future**, by *Donatella Sciuto*, Rector, Politecnico di Milano, Italy
- 53 **34** **Inspire to Care – Values-Driven Higher Education for Positive Societal Change**, by *David Kerselidze*, Co-founder and Member of the Governing Board & *Tinatín Gabrichidze*, Dean of the School of Education, New Vision University, Georgia
- 54 **35** **The Research University: Shaping Values**, by *Zegiïmaa Choïdon*, President & *Agiïmaa Tserenchimed*, Vice-President, Graduate University of Mongolia
- 55 **36** **The Role of the University Alliance in Promoting Sustainability Values**, by *Artūras Razbadauskas*, Rector and *Rita Vaičekauskaitė*, Dean of Health Science Faculty, Klaipėda University, Lithuania
- 56 **37** **Universities play a crucial role in shaping societal values – and students are the lynchpin**, by *Mohamed Lachemi*, President and Vice-Chancellor of Toronto Metropolitan University, Canada
- 57 **38** **A Profound Re-shaping of Values: the Russian Invasion's Impact on the Ukrainian HEIs' Values System**, by *Vasyl Karpusha*, Rector & *Tetyana Mayboroda*, Deputy Head for International Affairs, Sumy State University, Ukraine
- 58 **39** **Values as Key Drivers of Transformative Learning in Higher Education Institutions**, by *Hiyam Abdulrahim*, Assistant Professor, College of Business Administration, Princess Nourah bint Abdulrahman University, Saudi Arabia
- 59 **40** **Higher Educational Institutions Role in Shaping Values Amidst Contemporary Social and Development Challenges**, by *Isaiah I. C. Wakindiki*, Vice-Chancellor and *Caroline Ntara*, Lecturer in International Business and Public Policy, KCA University, Kenya
- 61 **41** **New Era and New Values for Universities in the 21st Century**, by *Maria Amata Garito*, Rector of UNINETTUNO International Telematic University, Italy
- 62 **42** **Value-Based University System**, by *Dammika Kumara*, Vice Chancellor, General Sir John Kotelawala Defence University, Sri Lanka
- 63 **43** **University Values Revisited in the United Arab Emirates: repositioning Higher Colleges of Technology**, by *Rachel Bentley*, Executive Dean Applied Media, and *Luc Verburgh*, Chief Academic Officer, Higher Colleges of Technology, United Arab Emirates
- 65 **44** **The role of (Young) Universities in today's tremulous world**, by *Tasos Christofides*, Rector & *Marina Frangeskidou*, Head of the Rector's Office, University of Cyprus, Cyprus
- 66 **Notes and References**

01 Sustaining the values tradition of universities



by **Nana K. Poku**, *Vice Chancellor and Principal, University of KwaZulu-Natal, South Africa*

By their very nature, universities are not and can never be value-free.

Before embarking on any discussion about whether a particular institution can or should try to nurture one or another set of values, one must constitute that the *raison d'être* of every university is value-laden. The idea and ideal of the university entails commitments to the spirit of free inquiry; to working in a safe space where difficult and even controversial issues can be debated; where knowledge is not beholden to ideology; where the purpose of evidence-based research is not to shore up prevailing orthodoxies but to follow where the data leads; and to be welcoming of men and women of talent, from all nations, creeds and disciplines in the pursuit of knowledge and human betterment.

Human curiosity and striving are not new in history – and nor are the very difficult struggles to enable the pursuit of the truth openly. Set against the countless disruptive and often violent eruptions of past centuries, the vagaries of political leaderships, and the challenges that universities have always faced in adapting to changing conditions and norms, it is remarkable that the university ideal is so deeply and widely entrenched. The 'community of scholars' is now a reality with a worldwide network of relations – and of shared values.

But our history is a chequered one. Universities have in the past succumbed to intense political pressure to become arms of pernicious regimes; we have not always been in the forefront of positive, more inclusive social change; and the search for funding sometimes leads us to sources that bring us no credit. Universities are neither 'ivory towers' nor bastions—and we are not always beacons. At the same time, we are not exempt from the laws and norms of the communities in which we are located nor can we avoid public expectations, particularly when we receive state funding – but also with respect to potentially world-altering research we conduct (genetic engineering and artificial intelligence, for example.)

And now there is another dimension to the more familiar challenges facing universities: the unrelenting dynamics of globalisation, including but not limited to our saturation by social media. This cuts both ways, of course: universities have been able to widen their recruitment of both staff and students, to extend the reach of their research and teaching and to communicate their achievements to the wider world, while politically and morally charged issues are communicated with an immediacy and intensity that can create or exacerbate value

“Our values are not eternal verities, but norms we create, sustain and adapt together. At least occasional friction is much to be expected as part of finding our way through an ever more complex world.”

differences. These carry the potential to cleave a university community into highly oppositional camps.

Reaction to the war between Israel and Hamas has transcended issues that have a more local or national character and the anger and passion have found particularly strong expression in universities—unsurprisingly, not only because of the concentration of young people but also because most institutions place considerable, explicit stress on their values.

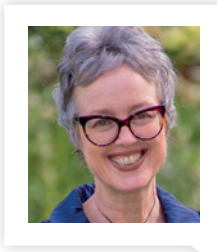
Quite aside from how well individual institutions have dealt with protests and sit-ins, universities as actors have been placed under intense scrutiny. This extends beyond institutions' investment portfolios to include the question of whether universities should adopt positions on conditions and events outside of campus domains. Condemning the Russian invasion of Ukraine was a relatively straight-forward matter for the universities that chose to do so, as was explicit opposition to apartheid. The Israel-Hamas war is much more vexed.

So it has come about that Harvard University has recently announced that it will no longer take positions on matters beyond the university. Other institutions that have lately been sharply criticised are likely to adopt a similar policy or default posture. How—and by what measure—shall we regard this? Passionately engaged members of a university community might well contend that silence is complicity in morally awful conditions and behaviours, while others will reason that one of a university's prized ideals, diversity, is best protected by not acting as an arbiter for every morally consequential matter that makes the news. Moral agency and political activism are open to all—and so long as their expression falls within both the laws of the land and the university's core values, they should broadly be welcomed. After all, there would be cause for serious concern if our staffs and students were morally supine and uninterested in the kind of world we are creating for ourselves and others, as though scholarship, teaching and learning were cloistered activities.

Our values are not eternal verities, but norms we create, sustain and adapt together. At least occasional friction is much to be expected as part of finding our way through an ever more complex world: Are our professed ideals adequate for our conditions? And how shall we enact them in our personal and social lives? And now that in informational terms our world and our institutions are seamless, it would be a mistake to regard that fact as threatening and to become defensive. Instead, we must routinely review, strengthen, promulgate and evince university core values. That will see us through today's heated

controversies—and tomorrow’s. Our values tradition is our most precious asset.

02 University values and academic freedom: a case study from New Zealand



by **Giselle Byrnes**, *Provost, Massey University, New Zealand*

That we are living in an age of massified higher education is axiomatic; the demand, especially in the Global

South, seems unabated. Alongside this, new social, political and environmental movements – driven in part by changing student demographics – have increasingly challenged orthodox intellectual paradigms and university values. Notwithstanding this, universities in New Zealand have reaffirmed their core principles: freedom in teaching and research and disseminating the results of both. New Zealand universities and their staff and students possess rights to academic freedom, especially in fulfilling the role as ‘critic and conscience’ of society. We are also living in a world alive to the privileges and injustices bequeathed by colonisation. How does a university operate in this context balancing fidelity to the values underpinning academic freedom on the one hand, while signalling commitment to social justice values on the other? Upholding academic freedom and balancing this with attention to context is not dissimilar to the historian’s quest for objectivity; it is, in Peter Novick’s terms, like ‘nailing jelly to the wall’, a noble effort, but one fraught with challenges. [1]

Universities fulfil a critical role in democratic societies; they provide an environment where new ideas are explored and old ideas are tested. Central to this is academic freedom, underpinned by the values of intellectual autonomy, freedom of expression, critical inquiry, research integrity, institutional independence, governance and academic decision-making, and upholding ethical standards. These values create the environment where knowledge can be produced without fear or favour, where a diversity of thinking is encouraged and where educational and research agendas may be advanced without political interference. In New Zealand, academic freedom is enshrined in section 267 of the Education and Training Act 2020 as ‘the freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions’. In short, academic freedom is fundamental to the definition of a modern university.

And yet this is not straightforward in practice. New Zealand universities have been very publicly wrestling with academic freedom issues for at least the past five years. In 2019, students at the University of Auckland were up in arms regarding an

alleged white supremacist movement on campus. That same year, Otago University’s Emeritus Professor Jim Flynn’s book on the topic of free speech failed to keep its international publisher for fear of transgressing hate speech laws in Britain, and my university, Massey University, has had its own share of navigating issues of free speech on campus. Suffice it to say that the public and media gaze on these events has been intense.

Since 2017, Massey University, a research-intensive, multi-campus public university in New Zealand, has made a commitment to work towards being a Te Tiriti o Waitangi led university. [2] This means that Massey places the values of Te Tiriti o Waitangi at the centre of our teaching, research, civic engagement and operational endeavours. [3] This ambition is explicitly linked to the University’s ambition to deliver ‘more inclusive and socially progressive outcomes for Aotearoa New Zealand.’ [4]

In 2019, Massey University developed an academic freedom policy, refreshed in 2023, that affirms academic freedom while emphasising that freedom comes with the responsibility to ensure that others are neither harmed nor hurt in the exercise of this privilege. [5] The Policy takes a social justice position, maintaining that the values supporting academic freedom must sit alongside a duty to encourage and model respectful dialogue; that academic freedom exchanges should not silence, disparage, marginalise, stigmatise or incite hostility towards others, especially vulnerable groups, with particular attention to those who have been marginalised in the past. This is a delicate act, advancing full and frank debate, while being mindful of the context in which we live and work and the need to not deliberately cause further harm. This is relevant in the New Zealand context where Māori have special rights under Te Tiriti o Waitangi. Massey is not alone in seeking to protect academic freedom while also advancing social justice values. [6] In other words, we believe that Te Tiriti matters in regard to maintaining academic freedom (and vice versa).

Universities are places that produce graduates, contribute to social and economic wellbeing and are sites of evidence-based critique. As Massey’s academic freedom policy demonstrates, the performance of academic freedom is contingent upon context and calls attention to the differences between utterance and impact, intent and effect. Massey’s policy thus upholds the values underpinning academic freedom, while also acknowledging the considerations implicit in exercising these freedoms in our postcolonial context. This involves weighing up the purpose of a university, while being mindful of the particular environment in which we operate. As Sigal R. Ben-Porath argues in *Free Speech on Campus* (2017), it is possible to

“Massey University developed an academic freedom policy that affirms academic freedom while emphasising that freedom comes with the responsibility to ensure that others are neither harmed nor hurt in the exercise of this privilege.”



remain faithful to academic freedom while also mitigating the most harmful effects of hate speech.

03 Values and present day universities... a few random thoughts



by **Stephen Mavelly**, *Former Rector and President of Don Bosco University, Assam, India*

Most discussions on values are based on the following assumptions:

- that basic human values are universal,
- that values espoused by the developed world are somehow superior,
- that values proposed by Christianity and the largely Christian West (at least in name) are somehow loftier than the mumbo jumbo of the 'pagan' world,
- that democracy and democratic principles and systems are products of a superior race and they need to be promoted,
- that personal beliefs (values) and public morality should somehow remain disconnected realities

Is there a set of immutable, universal values? In theory, almost everyone would agree that such a set exists. But, on deeper examination, hardly any two persons would agree on a minimum set of such values. One by one, they would whittle away the list on personal, religious, national, political, moral, historical, traditional, practical and many other grounds.

This discussion has to be set against the peculiar set of values espoused by today's 'go with the tide and live for the day generation', who form the bulk of the young people in universities for whom long term plans do not appeal in the fast-changing world of today.

Perhaps, a look back at the Covid-19 years would expose the hollowness of the widely held belief that a set of values exist which is universal, immutable and accepted the world over. The pandemic exposed the myth surrounding the value of human life, the most basic of these values in most societies.

It was evident for all to see that lives in the developed West mattered more, surely; it did not matter how many millions perished unsung, without a trace in the least developed regions of the world. And even in the most advanced countries, the lives of senior citizens were expendable – the scarce supply of

“ This generation of students from all parts of the world thrown together in the better institutions of every country are bound to give rise to healthy debates, a greater appreciation for differences in cultures, languages and religions and associated values. [...] That gives reasons for hope. ”

vaccines had to be hoarded for the use of those whose lives mattered; and the expired batches could be shipped over to the lands of the third world! Ironically, it was conveniently forgotten that the extensive testing of those very vaccines were predominantly carried out in the so called third world countries (euphemistically called 'developing' or 'underdeveloped' countries in today's enlightened jargon!).

It would not be an exaggeration to state that the pandemic challenged every value that we pretend to live by: religious values, human values, organizational values.

Post Covid-19, a tendency that started earlier, got magnified several times: commercialisation of higher education. Most universities, except perhaps a few top universities, are offering similar programmes and getting engaged in attracting students to their programmes just to survive. Where the main focus is survival, attention to values and to transmission of values take a backseat.

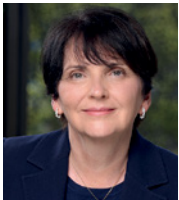
Post Covid-19, there is again a rise in nationalism, populism, extreme right-wing philosophies and their political theorists and practitioners.

Taking a cursory look at the state of the world today, we see this rise in nationalism ('make America great again'), populism (huge budgetary provisions for handouts in lieu of real development), extreme right-wing philosophies (the most recent election trends in America and Europe), demonising racists peddling their wares in broad daylight, and their political theorists and practitioners openly advocating and resorting to double standards and hypocrisy on the world stage.

What is, perhaps, comforting is the fact there has never been a greater internationalisation of higher education than what we see taking place today; and that gives hope. Hope because this generation of students from all parts of the world thrown together in the better institutions of every country are bound to give rise to healthy debates, a greater appreciation for differences in cultures, languages and religions and associated values. They may learn to transcend the division of the world into a race and a contest between democracy and autocracy, between capitalism and socialism, between believers and non-believers, between the Aryans and the rest, between the blacks and the whites... and all other divisions created and maintained down the centuries for the benefit a few certain sections and for the exploitation of those who do not belong or are not

card-carrying members of the ‘tribe’ (‘tribe’ denoting all forms of groupism)... THAT gives reasons for hope!

04 Research-intensive universities: values and value



by **Orla Feely**, *President, University College Dublin, Ireland*

In discussing the values of universities, we draw on a long and distinguished tradition.

My own university, University College Dublin, can claim a significant role in this. On taking up the position of founding rector of our antecedent institution in 1854, John Henry Newman set out in *The Idea of a University* one of the most lauded descriptions of the values of a liberal education, centred on the “true cultivation of mind”.

Wilhelm von Humboldt, another towering figure of 19th century university thought, laid out in his 1810 treatise *On the Internal and External Organization of the Higher Scientific Institutions in Berlin* a vision of what was to evolve into the research-intensive university, combining teaching with research, underpinned by academic freedom and university autonomy.

The research-intensive university first attained its modern form in the United States after the Second World War. One of the great figures of this development was Vannevar Bush, who in *Science, the Endless Frontier* stated that the US Government “should foster the opening of new frontiers”, this time in scientific research that would find practical application, this work taking place in colleges, universities, and research institutes, “the wellsprings of knowledge and understanding.”

In their education and research, the great research-intensive universities retained the commitment to free and critical inquiry, to the cultivation of minds, and added to this an acute and highly consequential emphasis on the application of knowledge. The growth of the research-intensive university and the spread of its core features around the world have been central to extraordinary technological advances, social progress, and improved health and lifespan outcomes over the past 75 years.

The values of these universities generally fall into three broad categories. The first two reflect the development just described:

- The free and foundational search for and expression of knowledge, captured in values such as truth, rigor and academic freedom
- and the application of that knowledge, reflected in values such as innovation, engagement and impact.

The third category of values has gained in prominence more recently, and focuses on:

- How both of these are delivered within a culture based on values such as integrity, inclusion and community.

At times the relative prioritization across the first two of these by individual universities, government and funders has led to division and strains within academic communities. Broadly speaking, though, research-intensive universities have managed to reflect across their research and education missions the importance and complementarity of both curiosity and utility, and have relied on both to support extraordinary advances.

Different types of strains have come to the fore more recently, with research-intensive universities facing challenges both internally and externally based on competing values.

Within universities, there have been clashes deriving from the desire to safeguard freedom of expression on even controversial topics and the desire to create an inclusive community. Student and staff activists on issues such as fossil fuels or global conflicts have centred their actions on their universities in highly visible ways as they seek to press their causes and their values.

Externally, increasingly fraught clashes of values across societies in some cases set politicians, commentators and other influential stakeholders against research-intensive universities, which have become key arenas in these “culture wars”. This may be because these universities are perceived as strong and important repositories of values, knowledge and activities that threaten those of a different disposition, because they are seen as soft and high-profile targets, or perhaps both.

These values-driven tensions can be very significant for universities. When the values of the university come under question, it is a short step to questioning the value of universities.

In some national systems, charged conversations with external stakeholders originating in a clash of values are having a clear detrimental effect on the standing, support, funding, autonomy and leadership of research-intensive universities.

For those of us who have witnessed and who treasure the power of the research-intensive university in supporting human progress, and who see the continuing need for this power in

“Universities must select their values carefully, adhere to them in their actions and be prepared to defend them with vigour, articulating how these values are essential underpinnings of the value delivered by the research-intensive university to society.”



tackling the major problems that now confront the world, this is an issue of much concern.

Attacks on universities based on their values are almost as old as universities themselves. Thomas Hobbes wrote in *Behemoth* around 1668 that “The universities have been to the nation, as the wooden horse was to the Trojans.” Authoritarian regimes throughout history have targeted universities that have sought to live fundamental academic values.

The challenges to their values experienced by research-intensive universities in many parts of the world today are not exceptional, but they do demand exceptional attention in responding to them. Universities must select their values carefully, adhere to them in their actions and be prepared to defend them with vigour, articulating how these values are essential underpinnings of the value delivered by the research-intensive university to society.

As Patrick Lencioni states in his 2002 *Harvard Business Review* article “Make Your Values Mean Something” [1], values demand constant vigilance. This is true for research-intensive universities as it is for any other organization.

05 Climate for Change: A New Paradigm in Education



by **Joel Towers**, *President, The New School, USA*

Human imagination and endeavor are constantly remaking the world and, in the process, remaking ourselves. We are

tool makers, storytellers, and world builders; designers in the broadest understanding of the term. Across evolutionary and civilizational time, the geography and trajectory of the social, spatial, intellectual, material, technological, and spiritual landscapes of human creation vary widely. This results in a spectrum of cultures and communities ranging from those that have navigated more balanced, regenerative human-nature relations to others that have developed more extractive, technological and linear dynamics. As a species, across this spectrum, we prod, bend and transform the raw materials and energy flows of the planet into the objects, spaces, and places of everyday life in alignment with different worldviews and value-systems. Humans are makers of communities, cities, and homes. We develop technologies, tools, and networks that allow us to communicate across great distances, care for one another, and extend the capacity of our bodies to sense and comprehend the world around us. We are writers, composers, musicians, actors, artists, and explorers; at turns restless, rooted, innovative, cautious, and wildly creative. We create knowledge, trace history, and define beauty, proportion, and aesthetics in ways that bring us together and drive us apart. Humans are designers capable of

“Humans are designers capable of the most compassionate, farsighted and joyful actions and we are capable of unimaginable cruelty and harm. Design is not a neutral act. To be human is always emergent.”

the most compassionate, farsighted and joyful actions and we are capable of unimaginable cruelty and harm. Design is not a neutral act. To be human is always emergent.

Education and the institutions assembled to produce knowledge and expertise through teaching, research, scholarship, and creative practice must navigate the landscape of human-nature relations and the values of the time in which they live. How is the world around us understood? How is it transformed? How is the hubris of humanity constrained and what advances human innovation and creativity? How can knowledge be leveraged for equity, justice, understanding, and democracy? Universities are constituted by, and constitutive of these questions. Today, human-nature relations are undergoing unprecedented change due to the profound impact of anthropogenic transformations of the biosphere. From climate change and biodiversity loss to pollution and deforestation, human actions are fundamentally altering the planet’s ecosystems. These changes necessitate a new paradigm in education supported by the interplay of disciplinary and transdisciplinary knowledge and new structures within universities. The aim of education today must be to equip future generations with the knowledge, skills, and ethical frameworks required to learn to thrive in the Anthropocene rather than perish in its folly.

A child born in 2024 will be 76 years old in 2100. If they live in a coastal metropolis like New York City, the sea level will likely be between four and five feet higher than it is today¹. Absent profound changes in global energy generation and extractive, linear systems of production and consumption, that child will experience increasingly intense rainfall, heatwaves, and the concomitant, uneven, and unjust impacts on human health and wellbeing, together with the economic disruption and ecosystem decline, that carry the signature of unmitigated climate change. It is urgent that universities organize themselves to educate students and carry out transformative research to change this trajectory.

Traditional education systems have largely been built on the premise of human dominance over nature, emphasizing the exploitation of natural resources for economic growth and development. This anthropocentric view has contributed to unsustainable practices and a disconnect between human wellbeing and environmental health. In contrast, an educational paradigm suited to the time in which we live must emphasize the interconnectedness of human and natural systems, fostering

1. NPCC4 <https://nyaspubs.onlinelibrary.wiley.com/doi/10.1111/nyas.15116>

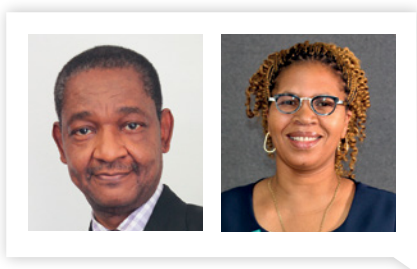


an ecological consciousness that recognizes humans as integral actors within the biosphere.

Transitioning to a new educational paradigm requires systemic changes at multiple levels. Curriculum reform is essential, but so, too is the professional development of educators. Teachers must be equipped with the knowledge and skills to deliver interdisciplinary, systems and problem-based learning grounded in social and material culture. Additionally, educational institutions must foster a culture that values sustainability, environmental justice, campus capital transformations, and partnerships with local community-based organizations. Policy support is also crucial for driving this transformation. Governments and university leaders must prioritize environmental education and allocate resources to support its integration across all levels of education. This includes funding for curriculum development, teacher training, and experiential learning opportunities.

The anthropogenic transformations of the biosphere demand a fundamental shift in how we educate future generations. A new educational paradigm, grounded in interdisciplinary knowledge, systems thinking, ethical stewardship, experiential learning, critical problem-solving, and a global perspective, is essential for preparing students to navigate and address the environmental challenges of today and the future. By embracing this new approach, universities can cultivate a generation of informed, responsible, and proactive individuals committed to ensuring a sustainable and resilient future for both humanity and the planet.

06 The University: Does Shaping Values And Shaped By Values Matter?



by **Olusola Fajana**, Vice Chancellor & **Keneuo Motsoene**, Director Moshoeshoe I Institute of Peace and Leadership, National University of Lesotho (NUL), Lesotho

Introduction

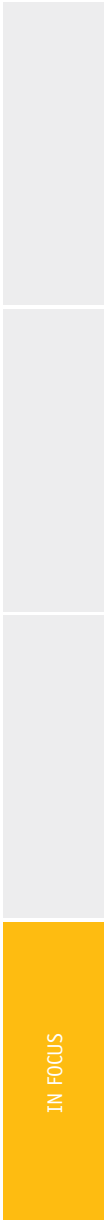
Universities play a significant role in shaping the values of their students and rely on their own set of values for guidance in decision-making, ethical conduct, strategic outlook, and meaningful engagement. The National University of Lesotho has long stood as a bastion of knowledge, innovation, and societal development, playing a crucial role in shaping the values of individuals and communities. Our institution is

not just a centre for academic learning, it is also influential in moulding the ethical, cultural, and social outlook of students. Through a diverse range of educational programs, extracurricular activities, and campus cultures, universities globally instil values such as critical thinking, integrity, inclusivity, and social responsibility. Simultaneously, universities themselves are guided by a set of core values that inform their decision-making processes, strategic outlook, and ethical conduct. These guiding principles ensure that universities maintain their commitment to excellence, sustainability, diversity, and meaningful engagement with broader society. In this dynamic interplay, the university emerges not only as a shaper of values but also as an entity continually shaped by the evolving values of the communities it serves. For instance, the national University of Lesotho is heavily influenced by the values of the founding father of the nation, Morena Moshoeshoe I. This dual role underscores the profound and lasting impact of higher education institutions on both, the individual and societal progress. By incorporating these values into their operations and interactions, universities not only shape the personal and professional values of their students, they also ensure their own actions align with their foundational principles.

Values Shaping Universities

Universities are dedicated to the pursuit of knowledge, but their mission extends far beyond academics. They are guided by a set of core values that shape their decision-making processes, strategic outlook, and interactions with their communities. These values ensure that universities maintain their commitment to excellence, inclusivity, sustainability, and ethical conduct. Integrity and ethics are foundational values for any reputable university. Academic integrity ensures that research and teaching are conducted honestly and transparently while at the same time ethical conduct in all operations of the university are maintained. By promoting fairness through policies that enforce code of conduct, plagiarism, cheating, and other forms of academic dishonesty make universities to uphold the trust placed in them by students, staff, and the general public. Furthermore, university is such a diverse community with rich multicultural environment suitable for learning and personal growth for both students and staff. Universities that have policies that promote inclusivity and diversity values thrive and are able to provide equal opportunities for all individuals, regardless of

“Universities provide students with a rich environment for personal and ethical development. This is a holistic approach in ensuring that students leave university not only with academic knowledge but also with a strong set of values that will guide them throughout their lives.”



their background, and ensuring that everyone feels welcome and supported.

Beyond just themselves, universities exist in an ecosystem made up of communities around them. Engaging with these local communities through research, partnerships and other outreach programs has increasingly become important for their sustenance. This engagement develops a deeper understanding of social issues and how they can contribute to the common good, and thus preparing students to do the same.

How Universities Shape Student Values

Universities are not just institutions of higher learning; they are crucibles where student values are forged and refined. The university experience, encompassing academic pursuits, extracurricular activities, and the campus environment, profoundly influences the personal and ethical development of students. Through a combination of these activities, universities provide students with a rich environment for personal and ethical development. This is a holistic approach in ensuring that students leave university not only with academic knowledge but also with a strong set of values that will guide them throughout their lives. By promoting learning that promotes critical thinking makes them engage with complex ideas, fostering intellectual curiosity and open-mindedness to understand the world around them. As citizens students need to gather experience beyond the classroom through community engagement initiatives. These experiences teach students the importance of contributing to their communities and the value of civic responsibility.

Notwithstanding, the influence of those who interact with students in universities should not be overlooked. The teaching and administrative staff who interact with students in their learning process is the embodiment of values that easily translate into their becoming. Their interactions with students, both inside and outside the classroom, provide concrete examples of role models. While peer influence equally plays a significant part as student organizations, clubs, and informal networks offer platforms for sharing values and norms. Through these interactions, students learn the importance of collaboration, respect, and mutual support.

Conclusion

Values are the bedrock upon which universities build their identities and achieve their missions. Integrity, excellence, inclusivity, sustainability, engagement, and collaboration are not just abstract concepts but guiding principles that shape every aspect of university life. These values ensure that universities remain dynamic and relevant institutions, capable of making significant contributions to society and preparing students to navigate and improve the world. It is very key that universities understand these guiding principles and that they do not only exist for intellectual growth but also holistic development and social responsibility.

07 Our double-edged engagement with history



by **Patrick Deane**, *Principal, Queen's University, Canada, President, Magna Charta Observatory and IAU Vice-President*

I became a professor, and then an administrator, because of my experience as an undergraduate at the University of the Witwatersrand in apartheid-era South Africa in the mid-1970s. The university was then still comparatively young, and still very much linked to the history of mining and technology in the region, so education for economic growth remained a fundamental part of the institutional mission. But the country had by then been a quarter of a century in the sway of apartheid, so onto that economic motive was grafted a powerful commitment to the promotion of social justice and to the formation of young people with a capacity to advance democratic principles. I was proud of the university's unrelenting opposition to injustice, and of its leaders who insisted upon the values a university should stand for.

A critical question then, as now, is whether those values—as laid out in the *Magna Charta Universitatum* of 1988, for example—make it necessary in certain circumstances for universities to take a political position? And do academic freedom and institutional autonomy imply politics of a certain kind? Some years ago Martha Nussbaum argued that they do, or rather that those freedoms are inextricably connected to democracy and that they imply or even require a shift from education for economic growth to education for human development: “The sort of democracy it favors will... be one with a strong role for fundamental rights that cannot be taken away from people by majority whim—it will thus favor strong protections for political liberty; the freedoms of speech, association and religious exercise; and fundamental entitlements in yet other areas such as education and health.”[1]

The revised *Magna Charta Universitatum* of 2020 proceeds on the assumption that this is largely true. The document begins by acknowledging that “The principles laid out in the *Magna Charta Universitatum* are as valid today as they

“Human development is central to the mission of higher education, and by cultivating in individuals the capacity to respond to and engage with the challenges that face the world, universities play a key role in building just, equitable, fulfilling and sustainable communities.”

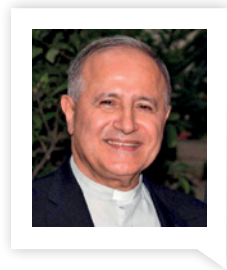
were in 1988, and they are the necessary precondition for human advancement through enquiry, analysis and sound action.”[2] It goes on to take note of the changing global landscape that is the subject of this issue of *IAU Horizons*, and to assert that in current circumstances universities have not only rights but also responsibilities: “Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve, to benefit humanity and contribute to sustainability. Intellectual and moral autonomy is the hallmark of any university and a precondition for the fulfilment of its responsibilities to society. That independence needs to be recognised and protected by governments and society at large, and defended vigorously by institutions themselves.”

Although the document allows that “universities upholding these principles could take many forms under the combined influence of culture, geography and history,” there is no doubt that adherence to the principles articulated in 1988 is now understood to imply an engagement with society and history that is quite specific. Human development is central to the mission of higher education, and by cultivating in individuals the capacity to respond to and engage with the challenges that face the world, universities play a key role in building just, equitable, fulfilling and sustainable communities.

While, as in my South African example, universities have always on occasions been driven by circumstance to a more forthright engagement with their society and with history, the orthodoxy of our situation fifty years later is that we now understand academic values to be fulfilled and university obligations to be discharged largely—if not only—by their social and environmental impact. If Nussbaum’s contention proves true, the consequence of basic academic values fully lived and enacted will be societies increasingly just and equitable, and a planet less in jeopardy. The problem, however, is that universities’ engagement with the world is not possible entirely on their own terms; the world of politics and contention comes to higher education with terms of its own, some of which the academy cannot or should not ever accept.

It is not as if universities ever existed or functioned outside of history: they were always implicated. But now they increasingly acknowledge their responsibilities towards society and history, and that is a good thing; but it also means they are increasingly at risk and subject to attack, undue influence, and interference. In the current global climate universities remain a critical force for good, but their leaders must be principled and clear-sighted, yet also pragmatic and careful negotiators.

08 Shaping Common Values in Times of Crisis



by **Salim Daccache**, Rector, Saint Joseph University of Beirut, Lebanon and IAU Administrative Board Member

I will provide a reflection on how to shape values at the university, between those that come from students and those that are enshrined in the university’s charter, moreover, in times of crisis. For it is especially in these moments of profound crisis that the question of values and their relevance is raised, for these values must be protected. In short, shaping values in times of crisis at the university, is at the same time a challenge and a necessity.

As a place of knowledge and education, the university has a crucial responsibility in transmitting and promoting fundamental values. In times of crisis, these values – such as living together, mutual trust, justice, solidarity, autonomy, academic freedom and integrity – are more essential than ever for building a resilient and equitable future. On the other hand, the university needs to be aware of the diverse values of its students: the desire to succeed and perform, attachment to family and religious convictions, community solidarity and political affiliation. The question facing the university in this pluralistic situation is how to shape these values effectively, and actually use a context of uncertainty and upheaval to bring them out more clearly.

For this, I wish to lay out some brief pieces of guidance:

1. Integrate values into all aspects of university life:

- **Pedagogy:** Rethink teaching methods to encourage collaboration, dialogue and empathy. As Paulo Freire points out, “*education is an act of love, which is why it is an act of courage*”. Encourage students to work on concrete projects related to the crisis, through interdisciplinary and participatory approaches.
- **Research:** Focus research on the social and ethical issues raised by the crisis. Support projects that explore the root causes of problems and propose innovative and responsible solutions.
- **Student life:** Create spaces for dialogue and exchange where students can share their experiences, concerns and hopes.

“The question facing the university in this pluralistic situation is how to shape these values effectively, and actually use a context of uncertainty and upheaval to bring them out more clearly.”



Promote initiatives that strengthen solidarity and mutual aid within the university community. In this context, the creation and development of cultural and artistic clubs where students of all backgrounds can express their talents and foster times of dialogue and joint construction of ideas and creations becomes a necessity.

- **Governance:** Involve students, teachers and staff in decisions that concern them. Establish a culture of transparency and accountability, where everyone feels listened to and respected. The General Student Council can become a place where students, together with adult administrators and teachers, can be initiated into speaking out, expressing their grievances and participating in responsible decision-making. Academic delegates at each academic level can take responsibility and contribute to the work of instilling values in everyday academic life.

2. Focus on real-life experience:

- **Testimonials:** Give a voice to those in crisis: victims of harassment, field workers suffering from low wages and little social protection, women subjected to extreme domestic violence. Their testimonies can help students understand what is at stake and develop empathy.
- **Involvement projects:** Encourage students to get involved in civic engagement projects that seek to address crisis issues and contribute to societal development. This enables them to put into practice the values they have studied and develop their sense of responsibility.
- **Workshops and debates:** Organize spaces for reflection and discussion where students can confront their points of view, analyze complex situations and develop their critical thinking skills. When students from culturally and religiously diverse backgrounds can get to know each other, appreciate their differences that there is a space to converge their thoughts towards common and shared values. But it's not always easy.

3. Adopt a reflective and critical approach:

- **Question practices:** Invite students to question social norms and practices that may be contributing to the crisis, to deconstruct stereotypes and prejudices, and to work for social and cultural change. As Nelson Mandela said, *"education is the most powerful weapon for changing the world"*.
- **Develop critical thinking:** Encourage students to analyze information critically, distinguish fact from opinion, identify reliable sources and develop their own judgment.
- **Promote academic freedom:** Guarantee freedom of expression and research, even on sensitive or controversial subjects. This is an essential condition for open and constructive debate on the issues at stake.

4. Strengthening cooperation and solidarity:

- **Supporting student initiatives:** Encourage and support student projects that promote the values of solidarity, justice and living together.
- **Develop partnerships:** Collaborate with other civil society players (associations, NGOs, local authorities, etc.) to carry out joint actions to promote these values.
- **Networking:** Participate in national and international networks of universities committed to the defense of values and academic freedom.

In times of crisis, the university must be more than just a place for transmitting knowledge. It must be a space for reflection, commitment and solidarity, where fundamental values are taught, lived and upheld. This is how we can educate responsible citizens, capable of facing the challenges of our time and building a better future.

09 The Importance of the University's Role in Creating Value in Research that Contributes to Social Responsibility and Well-being



by **Etsuko Yaguchi**, *President, Toyo University, Japan*

Even in those societies where the social climate is unstable and information and communication technology is highly advanced, universities need to promote research that contributes to well-being and researchers need to provide up-to-date, in-depth knowledge to students, as they are the ones who will inherit the value of this research. That is the essential feature of university education. It is then expected that the research will become a reality and contribute to society as a whole.

However, in a society that has become so sophisticated and complex, it is extremely difficult to determine how individual, fragmented research will really contribute to the creation of human value.

“No matter how good the learning outcomes of AI may be, humans will continue to be the ones who determine whether or not they will be of value.”



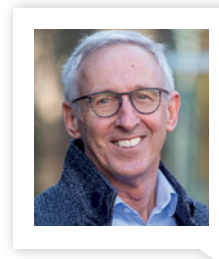
What is needed is for universities themselves to clearly grasp the value of research and to create a system that takes responsibility for the publication and implementation of its results. It is not easy to set up the basic system or to adjust the way research is carried out. In particular, in order to structure an interdisciplinary approach to the humanities and sciences, or even a more ambitious cross-disciplinary perspective within the university, it is essential to have faculties and graduate schools that are involved in a variety of specialisations. The comprehensive university has an extremely important mission. With a diverse range of faculties, it can create research that integrates the arts and sciences, one that takes responsibility for verifying research results and creating value. It is a mission that is possible to achieve.

In the hope of providing a model for this, I would like to introduce a plan currently being developed by Toyo University. Toyo University has allocated internal competitive funds to selected research projects that are cross-disciplinary and expected to contribute to the creation of new value as part of implementing the Toyo University Top Priority Research Program. The University is planning to establish a university-wide organisation, tentatively called the Integrated Research Organisation for Life, which will deliberately and systematically provide a place at the University for research that incorporates philosophical and ethical considerations. For example, several research projects currently under focus include biomimetics and life science research that will form the basis for future technologies. These include research on the development and diffusion of wastewater treatment technology using useful bacteria to realise a system for safe water purification; research on promoting digital transformation by having AI learn human emotional and artistic expressions to enrich everyday life; sociological research on the relationships between children in classrooms and children in hospitals who participate actively in lessons and communicate with their classmates through robot surrogates; and research aimed at elucidating the mechanisms of natal diversity and realising a society of well-being for all people. While each of these studies has undergone sufficient consideration of research ethics, at the same time philosophical considerations such as “what does this mean for humans?” and “is this desirable?” are required. Social and ethical issues must be explored in depth before they can be put to practical use. The aim of the project is to establish a system for research into such examinations from a variety of perspectives, including philosophy, the humanities, sociology and religious studies.

Toyo University originally started out as a small academy called the Academy of Philosophy in 1887, and its founder was Dr Enryo Inoue, a specialist in philosophy and Buddhism. Since its foundation, the University has consistently upheld its founding spirit that “the foundation of all learning lies in philosophy,” and has carried on the spirit of “improving oneself for the sake of others and striving in one’s activities.” We encourage today’s students to think deeply and get to the essence of things, and also to improve themselves so that they can help others who are struggling. This is to say that no matter how

good the learning outcomes of AI may be, humans will continue to be the ones who determine whether or not they will be of value. Incorporating diverse perspectives beyond our own areas of expertise, we aim to create a place for internal quality assurance of research and education, where we dare to examine whose happiness the research contributes to and what value the education brings to people. I believe that this is a generic idea common to many universities around the world, and that it is also in line with the philosophy that is upheld by IAU.

10 Bravery and Inclusivity: Shaping the Future of Higher Education



by **Kevin Hall**, *President, University of Victoria, Canada*

The university is a place where worlds intersect. It is the meeting point of timeless knowledge and innovative ideas, where difficult discussions and big objectives converge. Academia hosts our foundations, our collective and individual growth, and the unique ingenuity that arises only at pivotal intersections.

Inherently, institutions of higher learning lead the way in shaping the future. Whether this future is more just and inclusive is a matter of awareness and active choice. An institution’s ability to shape change, however, is dependent on the public’s view and how they contribute to the public good, forcing them to re-examine and reaffirm their core values. Can the university hold strong as an unbiased source of truth and progress in a charged and opinion-driven world?

Fostering a culture of courage and implementing inclusive practices can help address the challenges. Fear, uncertainty, and red tape cast a shadow over efforts to address climate crises, economic development, social welfare, emerging technologies and more. Yet, the tough decisions must still be made, stakeholders engaged, and transparency maintained.

Bravery in higher education is the gumption to confront difficult and complex issues head-on; it’s leading by example to promote a culture that listens, understands, mutually respects, and then acts. Inclusivity empowers bravery and ensures that diverse voices can speak and be heard within the

“Bravery in higher education is the gumption to confront difficult and complex issues head-on; it’s leading by example to promote a culture that listens, understands, mutually respects, and then acts.”





academic community, creating an environment characterized by belonging, affinity and pride.

Courageous institutions build and sustain trust through meaningful community engagement with local and global partners. Rooted in the appreciation of an institution's contribution to the public good, trust begins with a clear expression of what they do and why. If the public cannot trust a university to provide perspectives based on factual research and unbiased motivations, where can they seek truth? Brave universities take bold steps in community consultation and engage with the criticism, reinforcing trust and fostering a shared purpose.

This approach demands visionary leadership committed to systemic change. As universities cultivate values that promote ethical decision-making, empathy, and purposeful human interaction, they combat the effects of inequity, prejudice, and disengagement. Demonstrating the power of these values to campus communities may someday even remedy these effects.

Ethical considerations should permeate every aspect of university life, from governance to daily operations. Candidly, the unconscious bias training, equity audits, and EDI committees alone are insufficient in alleviating barriers experienced by racialized faculty and students². Think fundamental structural changes. This requires bravery and a commitment to reconciling with the past, not a superficial 'universal approach'. Over-emphasizing shared humanity can overlook the crucial role that demographic diversity plays in sustaining inequities³. Therefore, universities address inequity by both untangling contemporary issues and working to take accountability for the legacy of historical injustices⁴. Exemplary university leadership is fostering environments where difficult conversations can promote healing and understanding.

Institutions often face resistance when implementing changes that promote bravery and inclusivity; changes in university culture, away from tradition, evolve slowly. Change should be deliberate and rooted in institutional values.

Bravery, if mishandled, can appear brazen, disparaging, or insincere. Inclusivity risks devolving into tokenism and hypocrisy if not pursued authentically. There is a real risk of inclusivity being seen, or worse, *treated* as a checkbox exercise rather than a fundamental cultural shift. Genuine efforts are necessary to deeply embed bravery and inclusivity within institutional practices, ensuring all stakeholders understand their benefits.

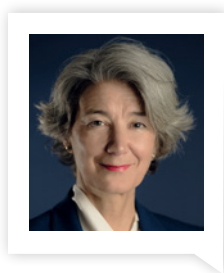
Universities that successfully address these challenges are encouraging courageous leadership. They uplift leaders who are willing to confront difficult issues, drive systemic change, and

stimulate inclusive environments. This involves creating policies and practices that ensure diverse voices are heard and valued, and embedding ethical considerations into curricula, research, and operations. Engaging locally to build strong, lasting partnerships enhances trust and collaboration.

This is why it was critical for the University of Victoria to establish the Office of the Vice-President Indigenous, an outright and consequential commitment to reconciliation and Indigenous rights. Sharing institutional authority with this office serves as a catalyst for systemic change, acting on bravery and accountability. Indigenous values inform and support the institution foundationally, guiding organizational aspirations and decision-making. The launch of a robust strategic plan, developed through extensive engagement, aims to hold the community's trust and espouse values that the campus community can identify with and point to when making decisions.

As universities grapple with mounting challenges, embracing shared values such as bravery and inclusivity becomes imperative to ensure higher education remains a trusted and transformative force in society. Let us be bold in our actions, courageous in our conversations, and unwavering in our commitment to the values that shape the future of higher education and, ultimately, our world.

11 Why students' protesting should be heard



by **Patrizia Nanz**, *President of the European University Institute, Italy*

Across the world, university students have set up encampments to protest against the humanitarian disaster

unfolding in Gaza and put pressure on academic institutions and governments. Whatever one thinks of their message and of their requests, their moral indignation in the face of avoidable human suffering is one we should all be able to share.

I find it inspiring that this student movement has been spearheaded by a generation that was too quickly labelled apolitical and self-absorbed. Think about it: these students grew up in the bleak post-9/11 world, with a future foreclosed by the 2008 financial crisis and the climate meltdown. They are still reeling from two years of pandemic that have taken a heavy educational and emotional toll. Still, this generation has succeeded in organising a global movement that is coordinated, smart and humane. It deserves much better than condescension.

Global movements are complex and dynamic phenomena. In the jet stream of slogans they churn out, some may be contentious

2. James, C.E. (2023). "What did the Multicultural Policies of the Last Century Promise that Need to be Re-Imagined in Today's DEDI Post-Secondary World?" *Canadian Journal of Education*, 46(3), 502-516.

3. Ibid.

4. Ibid.

or even unreasonable. Yet single slogans rarely capture the meaning of such large-scale protests. What matters are fundamental principles.

It seems to me that the student protests are driven by an attachment to peace and human life. This is what makes the repressive reaction of many academic administrations so shocking. Anyone attached to the idea of university as a place of free intellectual inquiry and self-fulfilment can only feel sadness seeing pictures of empty campuses barricaded behind police lines. Ironically, western universities without students have become the mirror image of Palestinian students without universities. Something has gone terribly wrong. But what?

When researchers and students from the European University Institute, where I work, set up camp in Florence alongside their peers from other universities across Tuscany, I saw this as an opportunity to take stock and clarify the fundamental principles that should inform academic debate. Such clarity is critical if we want to navigate these challenging times together.

The EUI is a postgraduate university with students and researchers from around the world, including many who are Jewish and Muslim. I was heartened to see all of them side by side when I visited the encampment in Florence's Piazza San Marco. I am committed to ensuring that their university remains a space where they can all feel included while exercising their freedom to the fullest. This includes asking difficult and contentious questions, with no restriction other than intellectual rigour and respect for the dignity of those involved.

I am also struck by what this movement says about the state of universities. It reveals a deep rift between students and administrations. The latter have grown hugely over the past decades and become massive bureaucracies, also generating their own corporate interests. The voices of students and faculty have been gradually marginalised in the process, making productive dialogue often difficult.

Whether or not one agrees with the students' demands, they are right to take administrators to task when they ask for transparency about their university's financial and corporate ties. This should be standard practice and not a discussion prompted by a crisis. It strikes me that there is hardly any debate when European universities accept funding from an external donor, in contrast to the furore when students demand its suspension. It is also in the interest of academic institutions to have a comprehensive picture of their "political economy" – the networks of power and influence that they are part of. This picture is often lacking, not because of deliberate opacity

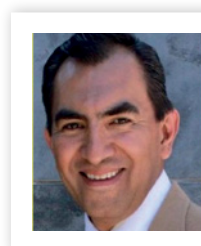
“It is also in the interest of academic institutions to have a comprehensive picture of their “political economy” – the networks of power and influence that they are part of.”

but because of organisational complexity. Making a university's political economy available for discussion with students and faculty staff is vital to ensure universities do not compromise our principles when engaging with external partners.

The student movement also gives us an opportunity to overcome the tensions between academic freedom and diversity, equality and inclusiveness (DEI) policies. Ironically, universities demanded a “safe space” to justify the repression of students' Gaza protests and to curtail their freedom of speech. It is true that some Jewish students have claimed they no longer felt safe or welcome due to what they perceived as antisemitic messages at the protests, despite the presence of many other Jewish students at encampments worldwide. Such sentiments must be heard, not least because they can reveal deep ethical and intellectual flaws in the protesters' messages. Yet we must also be vigilant about the academic culture: when we say that universities must be a “safe space”, this is not only true in terms of physical and emotional integrity (which are paramount) but also in terms of intellectual integrity: a university is a space in which one can be, and should be, safely challenged, rather than confirmed in their convictions.

Writing in 1967 about truth and politics in the *New Yorker*, Hannah Arendt reminded us of our responsibility as citizens to create a public space ourselves, but also of “the joy and the gratification that arise ... out of acting together and appearing in public”. The protesting Gen Z students are putting this into practice, and they deserve to be heard.

12 Values, Technology, and the State in Higher Education



by **José Alejandro Jaime Vargas**,
Research professor, Universidad
Autónoma de Guadalajara, Mexico

Throughout the last century, the world has faced significant challenges in economic, health, and political arenas that have transcended geographical borders, impacting societies, businesses, organizations, and educational institutions. Some of these challenges are longstanding, while others are more recent.

An example of a recent challenge is technological development and its rapid changes due to innovation. Educational institutions have incorporated these technologies into research in various scientific fields, leading to new scientific discoveries.

In the classroom, digital tools are being utilized by teachers enhancing the teaching and learning process for their students, for example, to strengthen skills and competencies.



The emergence of artificial intelligence and its application has been beneficial for various professions, such as medicine, contributing significantly to advancements in healthcare. It has also been incorporated into educational centers. It is recommended not to replace analysis with the immediate response of an algorithm but rather to use artificial intelligence as a support for critical and analytical thinking. Therefore, it is necessary to use it optimally.

Universities face two more challenges: the prevailing political systems in their respective countries and the transgression of human values. The first challenge arises when a political system, leveraging the power of the state, diminishes or suppresses freedom of expression both in writing and verbally. Such freedom is fundamental in good governance, however often it is the current political system which seeks to impose its rules to secure its perpetuity in power by limiting this freedom. These systems dictate what, in their view, education and research should be, and even dare to question what constitutes knowledge, often without having a clear conception of it, thus attempting to restrict freedom in all its forms.

Values are universal and form part of people's actions in justice, responsibility, ethical conduct, and morality. They have been and continue to be relevant for centuries because they are not a passing trend. Ancient cultures emphasized their importance and prevalence to instill them in their citizens.

Greek philosophers addressed the study and transcendence of their preservation because they are a fundamental pillar in society. Therefore, values cannot and should not be modified by a political system. Educational institutions have a transcendent legacy to uphold values and strengthen them in their students from an early age. This is also achieved when values are lived within families, as they are the foundations of society.

Values, being universal, exhibit similarities across countries. For example, ethics, responsibility, peace, and justice have the same meaning among people of various nationalities, though there are values or norms unique to each country. In universities, values are those that help develop students into people of integrity. Students become ambassadors of their educational institutions, which is a civic responsibility.

A society rooted in values remains united and strengthens its homeland, as values represent a shield against threats from national or international ideologies that undermine freedom, human dignity, justice, and morality.

“Values cannot and should not be modified by a political system. Educational institutions have a transcendent legacy to uphold values and strengthen them in their students from an early age.”

Universities, as guiding pillars of knowledge, are tasked with defending in deed, word, and action the values that represent the cornerstone of their legacy. Likewise, it is the responsibility of those who make up university communities to defend their educational and cultural heritage.

Therefore, higher education must live up to the continual task of safeguarding its virtues, including defending the autonomy of teaching, defending science and educational research, and defending their own institutional values without being subjected to the ill of political systems or ideologies that are adversary to the development of their societies. Freedom of education is a human right, and shall never be a political concession.

13 Universities have an obligation to shape societal values



by **Nilanthi de Silva**, Vice-Chancellor,
University of Kelaniya, Sri Lanka

On reading coverage of the pro-Palestinian encampments in universities across the US, Europe and Australia, and of students' reactions to the war in Gaza, I am strongly reminded of the upheaval that we experienced two years ago in Sri Lanka. In April 2022, we defaulted on national debt repayments for the first time in our history. The concomitant economic and social turmoil made international headline news and resulted in unprecedented political transformation. Universities, including my own University of Kelaniya, were flashpoints in the demand for change.

I also recall an incident that occurred in our university earlier this year, which went viral on local social media. A leading businessman, the brother of a former political leader, was invited to speak at a postgraduate seminar on public relations and media management. On his way out, the speaker was obstructed by a student activist with left-wing political leanings, who ranted against unethical business practices and posted a video recording of it on social media. Diverse public opinions were expressed regarding this incident: knowing his controversial past, why was that particular businessman invited to speak at a university seminar? Does any student have the right to stop someone from speaking to other university students? Is there no freedom of speech in Sri Lanka's universities?

As the Vice-Chancellor, I was asked to report on it to the higher authorities. I quote an extract from my report: "As an institution, the University of Kelaniya unreservedly supports the right to freedom of expression by all parties, inclusive of staff, guest speakers, and students. However, in many countries besides Sri Lanka, there are university students who seem to

“The social trust placed in universities demands that we give guidance and leadership to our wider community and shape the values that must underpin our search for a brighter tomorrow.”

believe in a “woke culture” that gives them the right to object to speakers who stand for a different perspective to what they see as acceptable.”

Although on opposite sides of the world, protests in the West and in Sri Lanka demonstrate how universities are inextricably linked to national and international politics. As administrators, we are frequently compelled to address questions on matters such as civic responsibility, democracy, the right to express views in public and the manner of doing so. There are no easy answers, and while we need to be clear about the basic values that determine how we respond, deciding on a particular course of action during a crisis requires university authorities to keep cool heads when others seem to lose theirs in the passionate arguments for their causes. Values such as autonomy, academic freedom and integrity, which have long been recognized as the pillars of academia, become the guiding principles on which we fall back.

At the same time, the social trust placed in universities demands that we give guidance and leadership to our wider community and shape the values that must underpin our search for a brighter tomorrow. In my institution, which is funded by the state, the awareness of this obligation has been especially acute. Let me take two examples of the contributions that we, with relatively limited resources, have made towards guiding societal values.

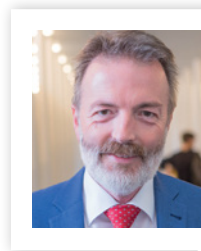
Long before environmental sustainability became a public cause in Sri Lanka, academics in our Department of Zoology introduced an undergraduate programme in Environmental Conservation and Management and persuaded the university leadership to establish a Centre for Sustainability Solutions. The Centre drew up an Environmental Policy for the university. The Policy binds everyone in our university to exercise care in avoiding negative environmental impacts and emphasizes that caring for the environment is the bounden duty of any individual using the university premises. During the decade since the Policy was adopted, this awareness and sense of responsibility for the environment has been widely internalized. What started in the faculty of science is now adopted by staff and students in all faculties and taken from there to the wider community.

The second example relates to inclusivity. Childhood disability has long been stigmatized in Sri Lanka and children with disabilities are often excluded from mainstream society. For decades, academics in the Department of Disability Studies in our Faculty of Medicine have been at the forefront of the battle to enable such children to take their rightful place in society. We now have a unique Centre which offers much-needed multi-disciplinary diagnostic and therapeutic care, while providing a clinical training facility for undergraduate students.

Equally importantly, the Centre spearheads public campaigns that promote inclusivity and counteract the widespread stigma associated with childhood disabilities.

Universities in different parts of the world function under diverse political, economic and socio-cultural conditions. Some are more generously funded and endowed, while others have very limited resources. Despite these differences, our shared strength is the multi-faceted academic expertise that we bring together, which I believe can significantly contribute to shaping societal values for the benefit of our communities.

14 Shared values require joint action



by **Henk Kummeling**, *Rector Magnificus, Utrecht University, The Netherlands⁵, and IAU Administrative Board Member*

Universities are often on the front line of social tensions, economic and environmental uncertainty and political change. This follows from their fundamental role in society.

Through students and faculty, teaching, research and impact, we are part of major social changes, regardless of whether this is of our own choosing or not. It is at the very root of our work to constantly question and redefine our values as an academic community, on how we teach and do research.

This is why I appeal to universities worldwide to intensify their cooperation between each other – in the IAU and other networks to enable and strengthen international collaborations. I do this by taking two different, yet interrelated perspectives. And those are Open Science and Science Diplomacy, and the values they represent.

1. Open Science

At its core, *Open Science* is about giving back to society and having greater consideration for society and societal problems. *Open Science* is not only about open access publishing and FAIR data, as some still tend to believe. It is also about public engagement and citizens’ science and open education. This implies that Open Science principles encompass their integration into teaching, ensuring an open attitude amongst academics, towards society, and open educational resources.

For me, the development towards Open Science is also key in our collaboration with the Global South. Open access, fair data,

5. The author thanks Bart van de Laar, Head of International Affairs, for his valuable contribution to the thought process that led to this piece.

alternatives for the *article processing costs* and open educational resources pave the way towards more equitable collaboration necessary to meet the grand global challenges.

This development is supported by the European Union (EU). But as research shows, Europe and the USA are still bound to old-fashioned commercial publishing.

What can the IAU do? The Members can raise awareness, generate knowledge, give support, and join forces in negotiations which push for open access and FAIR data and building and maintaining digital platforms. And IAU Members can use rewards and recognition as key drivers for this transformation.

2. Science diplomacy

In addition to their local importance, universities play an important role on the international stage. They have to as research and innovation are by definition international, and as a consequence, so is education. Furthermore, it is only through international collaboration that we can contribute to solutions for the global challenges – challenges, that transcend national borders. These are fundamental values.

Through international collaborations, universities can also make an important contribution to diplomacy, in all kinds of variants and meanings. This is often referred to as *science diplomacy*.

The most fundamental dimension of this is academic freedom. Only this summer a study [1] for the European parliament stated academic freedom *as a basic element for ensuring the progress of science and the health of democracy. Academic freedom must apply to the whole community engaged in research, learning and teaching, while institutional autonomy shields institutions from political and economic interference, ensuring the self-governance of the academic community.*

I couldn't agree more. This implies that we have the flexibility to pursue collaborations that are helpful in our scientific endeavors to find solutions to the major scientific and social issues.

We are not blind to pernicious political regimes, but even in countries with such regimes there may be colleagues who want to work according to the usual scientific standards and who are able to cooperate. As long as we can and continue to do so, we will maintain networks and enhance knowledge production, in the difficult phase in which countries are trying to form or restore a democratic constitutional state.

“We are not blind to pernicious political regimes, but even in countries with such regimes there may be colleagues who want to work according to the usual scientific standards and who are able to cooperate.”

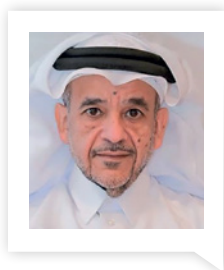
Maintaining contacts with scientists, scholars and knowledge institutions in countries with dubious political regimes may evoke enormous public and political resistance, but they are incredibly valuable if:

1. academic freedom is at the heart of what we do, it should also be leading in our international collaborations. If academic freedom is respected, we can also work with colleagues in countries with regimes that are dubious when it comes to the rule of law;
2. we stand together against all kinds of political movements that hinder cooperation. These movements are internationally organized, so we cannot have any illusions that we are going to solve this in our own institution, standalone.
3. we jointly develop good frameworks and criteria for international cooperation, but also help each other to put them into good practice. The fact that the EU has recently recognized science diplomacy as an important topic is encouraging.

My plea is that we, within our university networks, pay much more attention to the importance of international collaboration, both within and outside Europe. There is more to be done. We have hurdles to overcome, and frameworks to put in place.

There is work to do!

15 Beyond Ivory Towers: The Evolving Role Of Universities In A Changing World



by **Omar Al-Ansari**, President, Qatar University, Qatar

Traditionally, universities have been viewed as ivory towers – bastions of knowledge, isolated from the daily concerns of the wider community. However, the 21st century presents a landscape of unprecedented challenges. This turbulent global environment compels a re-evaluation of the role universities play in society and wider community. Thus, universities must move beyond their perceived isolation and be relevant and responsive to evolving societal needs. Universities must redefine their purpose and become true drivers of positive change.

The Pressures of a Changing World

Immense pressure is placed on universities to be beacons of hope and drivers of positive change to progress amidst the tumultuous backdrop of unprecedented change, rising social and racial injustice, economic crises, geopolitical instability,

climate change, global health issues, raging culture wars, and many more global issues. As the world grows more cynical, higher education institutions are in a precarious position. Universities must thus have a keen awareness for the society they serve, taking on both proactive and reactive roles, while also maintaining their duty towards their most important stakeholder, the student.

At Qatar University, our mission is multifaceted. Yet, educating the younger generation, empowering them with the skillsets needed to confront the unique challenges they face, and making a lasting impact on the community are at the core of our mission. Nevertheless, our rapidly changing world means that our mission must also be malleable. Hence, the trajectory of Qatar University aligns with the needs of Qatar and the surrounding region, uniting our efforts towards a common purpose.

Power of Collaboration

We are cognizant of the reality that universities are no longer in strict competition. The challenges we face are global, and they require a global effort. Qatar University will continue to place great emphasis on local, regional, and international collaboration with universities and industry. We understand that we are stronger together and our partnerships have yielded impressive results in education, research and development, and entrepreneurship, bridging the knowledge gap and propelling us forward.

During the COVID-19 pandemic, for example, Qatar University's College of Medicine worked with external entities to develop a COVID-19 Detection Kit, while the College of Engineering conducted a number of joint projects to develop a blood oxidation device simulation to train medical staff. In addition, via a local partnership, the college worked to amend a dynamic ventilator system, allowing the system to share the entrance and exit of air safely with more than one patient.

Working across borders also effectively shapes our students into global citizens. We are dedicated to ensuring that intercultural dialogue is a cornerstone of our students' educational experience, fostering appreciation and respect for others, and preparing our future leaders to thrive in a globalized world while maintaining their unique identities.

Redefining the University's Role

The rise of artificial intelligence in academia presents a thrilling opportunity to explore uncharted territories and potentially redefine the learning experience, potentially even removing the physical classroom barrier. However, navigating this exciting new landscape necessitates a renewed focus on instilling social responsibility and ethical decision-making in our students.

We are entering a new and exciting period in academia where artificial intelligence may drive us towards unexplored realms and where one's learning experience may be dynamic and

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unrestricted, potentially eliminating the physical barriers. Navigating these uncharted territories and thrilling opportunities necessitate a renewed focus on instilling social responsibility, adaptability and ethical decision-making in our students.

One of the more urgent issues we need to address is the conflict between serving the needs of the economy versus preserving the needs of our planet. As we contemplate the core principles a university should embody in the twenty-first century, we cannot anticipate meaningful educational transformation without recognizing the inherent connection between sustainability and ethics.

Qatar University is at the forefront of the global movement to achieve the Sustainable Development Goals (SDGs). Through groundbreaking research and unwavering dedication, the university is making significant contributions to the worldwide effort for a sustainable future. We have been focusing on critical areas like algal technologies, food and water security, waste management, renewable energies, and natural resource management, supporting and driving our nation's commitment to SDGs.

Universities' roles must not remain static. Just as societies evolve, universities, too, must adapt to new ideas, attitudes, and perspectives. Therefore, it is imperative that we encourage debate, fostering an environment where diverse viewpoints can be respectfully exchanged and critically examined. To drive positive change, we first and foremost must be relevant. This can be achieved via actively engaging with the societal needs, fostering critical thinking and global skills in students, and collaborating across disciplines and borders. Only then can we play a pivotal role in shaping a better future.

16 Enkindling the desire for knowledge: “The Value of our European University”



by **John Mc Court**, Rector, University of Macerata, Italy

It may seem obvious but it is ever more important to state that the value of a university career lies not simply in the information passed on through lectures and seminars and certified in the acquisition of credits but in a holistic



“One of the great values of a university education lies in how it facilitates the student to become an autonomous adult while learning to live and let live within a community, to develop intellectual skills and integrity, critical capacity and a mental flexibility that will be every bit as valuable in a rapidly changing work environment as a specific professional qualification earned over years of study.”

pedagogical approach that puts the student at the centre, sees the university experience not simply as the transmission of information but creates the conditions – the time and space – for the development of the autonomous individual within a supportive and inclusive learning community, strong in the knowledge that learning is socially situated and knowledge is constructed through interaction with others. One of the great values of a university education lies in how it facilitates the student to become an autonomous adult while learning to live and let live within a community, to develop intellectual skills and integrity, critical capacity and a mental flexibility that will be every bit as valuable in a rapidly changing work environment as a specific professional qualification earned over years of study.

With this in mind, the 735th inauguration of the academic year at the University of Macerata took place on 12 September 2024 and had as its focus “The value of our European University”. There were various reasons for this chosen theme.

The first was that the University of Macerata recently joined with 7 other European Universities to become part of the European Reform University Alliance (ERUA2) and opening of the academic year was an excellent opportunity to reflect on the value of this alliance and on the European Union’s European Universities initiative which aims to facilitate the creation of links and synergies between universities from all across Europe to foster learning for the benefit of students, staff and the European Union itself. The creation of a sustainable critical mass through the building of university network which is engaged at all organization levels will be mutually sustaining. The exchange of best practices in teaching, research, and administration will help member institutions engage in rapid innovation and adaptation for the complicated times we are in. The common pursuit of knowledge is a potent means of reducing difference and the perception of difference and of building bridges.

The second was based on the need to underline the societal value of our University – with its 700 years of academic history – and of the Italian public universities more in general – against the onslaught of what are called in Italy the “università telematiche” – insufficiently regulated private online universities which are enjoying an unprecedented

post-Covid growth spurt (enrolment numbers soared from 40,000 in 2019 to a quarter of a million in 2023 while the teaching staff to student ratio now is just one professor for every 385 students while the state universities have a ratio of one professor for every twenty-eight students). These online “universities” are drawing students from proper “in-person” institutions rather than swelling the overall number of Italians enrolling for a degree (Italian student numbers are growing slowly but the country still places second-last in all Europe-wide surveys for graduates pro-capita). More worryingly, with their “for profit” ethos, they are not offering an adequate university experience nor a credible vision of what a university should be.

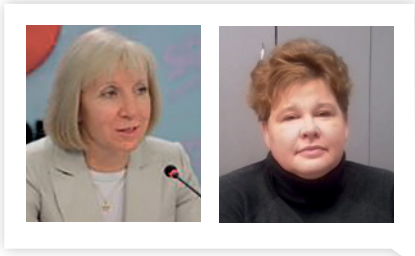
The third element I wish to underline is the centrality of the humanities as the beating heart of the European university system and to emphasize the value of traditional scholarship at a time when applied research dominates. Without an adequate command of the primary tools of disciplinary scholarship, applied research risks lacking a reliable functioning base. Equally there is a vital need to reinforce the basic task of the university as a place of study and scholarly research. In a black and white world where values and opinions are reduced to soundbites, and specialization and expertise are often derided, the university must preserve the autonomy to develop and articulate longer-term views, and reinstate the value of complexity, integrity, and context over the kind of short-term utility demanded with impatience by politics, the market and blaringly on social media.

This challenge, however, is increasingly difficult in a world of inadequate and fluctuating research funding (especially for the humanities and the social sciences), of increased governmental pressure to have universities perform academic contortions to address rapidly changing labour market needs, and of public doubt about the utility of traditional university degrees.

What is vital is to reassert the autonomy and integrity of the university – values that can be guaranteed only when the state bears most of the economic cost of higher education – and to recognize the limits of what can be achieved by mere technology, however powerful and useful it may be.

In these difficult times of war, political instability, global distrust, demographic change and climate carnage, the potential value of the university as a place that enkindles the desire for knowledge and new thinking is greater than ever. Its value will forever lie in a university’s capacity to foster new generations of ethically informed, creative and innovative thinkers and risk-takers who know their limits, and have the time, the security, and the mental acuity to be sufficiently well versed in their discipline to be able to think outside the conventional boxes and to provide the society they will actively participate in with informed and nuanced long-term perspectives and to develop new and innovative ideas for our common future.

17 Universities are meant to form values and sense



by *Kateryna Astakhova, Rector and Luidmila Mikhailova, Head of Department, Kharkiv University of Humanities "People's Ukrainian Academy", Ukraine*

Modern civilization processes develop so rapidly, making it difficult for many social institutions to react and adapt to these changes. As a result, according to T. Parson's theory [1], the realization of the three other functions of the social systems (the goal achievement, integration, preserving of the existing order) becomes impossible.

This means that higher education institutions are at a critical juncture that may explain many current problems and crisis. It is impossible for the higher education system to adapt to the pace of great transformations moreover, as they seem to continuously evolve at an ever faster pace.

However, the history of modern civilization has repeatedly shown that crises are the result of the exhaustion of all existing resources, indicating the need to seek fundamentally new ones [2]. University systems, since the moment, when they stopped being separate universities and turned into systematic institutions, were predicted to collapse and decline.

But exactly this ability of universities to adapt to changes, to use the paradigm by A.G. Toynby 'the challenge and response' [3]; to achieve their goals, to integrate and to preserve the existing state order at a definite distance, emphasize their importance and essential role for the development and preservation of the civilization.

The full-scale aggression of the Russian Federation against Ukraine represents a challenge for all universities as it threatens the peace of the world for the first time in Europe since the Second World War.

“Values, such as university autonomy, academic freedom and research integrity will only thrive if the world recognizes that nothing is more important than the right to live and to safety. These should form part of the fundamental values of universities.”

This has turned the basic right of humans to live into the subject of diplomatic debates, contests, geopolitical interests as well as election disputes.

The right to peace and to live must be the central element in the system of values, that the university world form.

The international community has previously experienced a time when university communities and intellectuals underestimated the threats posed by an aggressor nation, leading to the outbreak of World War II. The current war against Ukraine is a similar example.

That is why, peace, the right to live and to safety must prevail in value systems of the university. Not just theoretically, but in practice.

Universities constitute an essential pillar in society that contributes to our understanding of the world and that shapes values. This makes their responsibility to civilization particularly important.

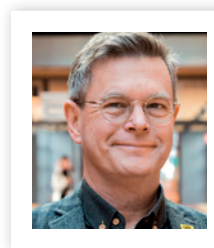
Values, such as university autonomy, academic freedom and research integrity will only thrive if the world recognizes that nothing is more important than the right to live and to safety. These should form part of the fundamental values of universities.

We believe, that without freedom, one cannot discuss academic freedom. The same is true for research integrity. It cannot be discussed if the basic concept of integrity is not understood.

The current war against Ukraine undermines the right to live and to safety and it exemplifies that it does not suffice to speak about values.

It is important to learn and teach how to defend these values, striving to make them a reality regardless of culture, belief, political preferences or geographical differences. These values must be universal and cannot be overlooked. The great philosopher, Merub Mamardashvili stated that one of his surprising life experiences is people's blindness to the realities of their surroundings.

18 Universities as Cultural Constitutions – Essential for Global Sustainable Development



by *Peter Aronsson, Rector, Linnaeus University, Sweden and IAU Administrative Board Member*

I will argue that universities are more important than even academics themselves might realize. Universities are at the heart of producing new knowledge and cultivating

“Universities as a collective institution constitute a universal heritage, a vital cultural constitution for the global community.”

a skilled workforce, benefiting millions of students and contributing solutions to the world’s most pressing challenges. Moreover, universities as a collective institution constitute a universal heritage, a vital *cultural constitution* for the global community. Freed from direct political, religious, and economic interests, modern universities provide an impartial and optimal foundation for actions in these domains.

An institution can only fulfill these purposes by being both adaptive to its time and context and true to its core values. Universities have been tremendously successful and resilient over time, holding on to their core tasks while meeting, mitigating, and contributing to contemporary demands and challenges, using the best available technologies. It is our responsibility, as leaders, to foster this dynamic. Unhindered global exchange and open science are fundamental conditions to achieve this for the future.

The universal core value of the academy, regardless of its legal status and economic funding, is the autonomous and interest-free search for and dissemination of knowledge. It is an ideal—always contested and challenged— but a viable one. How can we further the role and impact of this global heritage, this cultural constitution, to create a stronger, sustainable future in our troubled world? A brief history of universities will help us ponder this issue:

The Medieval university centered around unique original manuscripts from religious or classical sources as their key asset. Small groups of lawyers and clergy were trained to maintain a common standard for religious institutions, growing states and general law.

The Renaissance university served similar groups, providing for growing bureaucracies in absolute monarchies. Epistemology and technologies however revolutionized knowledge production, driven by the idea that studying the empirical world could and should bring new knowledge to light. Collections of everything made the library, the museum, and the university – a combined and costly endeavor that drew students of natural science, medicine, and history.

The invention of cheap print in the early 19th century triggered *the modern research university*. Printed knowledge became accessible to everyone at a reasonable cost, positioning universities at the forefront of creating new knowledge across all aspects of society, increasingly contributing to economic value. Yet, the value of a credible and shared worldview remained fundamental.

After 1990, the Internet and digital tools enabled faster global sharing of both knowledge and challenges. We may be in a new epoch, but we still live in a world of accessible knowledge,

now at our fingertips and even closer to our brains. Enhanced structures and practices for open science are needed.

The threats, however, are more challenging than ever. Consider the issues of sustainability, first addressed in Agenda 2030, the surprising global trend towards fewer democracies, and the resulting increase in conflicts and wars. The world’s weak and conflicting political framework exacerbates these tensions and polarization on multiple levels—within and between nations.

To set the universal values of the academy in motion to deal with the realities of the world, acting as *cultural constitutions*, is more important than ever. The quality of these interactions will determine the future of higher education institutions *and* the world’s development. Other entities—huge tech companies and states with alternative logics—will fill the gaps with less comprehensive and one-sided contributions if we do not do our job decisively and with good judgment.

Universities contribute to cultural constitutions and interact with political constitutions. The quality of this relationship determines the quality of the societal contract. Universities need to play an independent role to counterbalance the logic of politics and markets towards a more sustainable future. They are not only suppliers of skills for problem-solving and for the workforce, but also a decisive part of a living world cultural heritage that forms the foundation for the societal contract of the global community.

To fulfil this ambition, it is essential that:

- Universities retain their cultural identity to uphold their long institutional legacy and are also able to meet contemporary challenges;
- Strategies, leadership, and resources are mobilized to develop each university as part of the global academic community;
- Global open science contributes to a living legacy and a stronger cultural constitution for a sustainable future.

19 The Role of Universities in Ethical and Sustainable Engagement



by **Carmen Z. Lamagna**, Member, AIUB Board of Trustees, and former IAU Administrative Board Member, and **Manzur Khan**,

Proctor, American International University-Bangladesh (AIUB), Bangladesh

Introduction

In today's dynamic global landscape, universities play a crucial role in shaping the minds and values of future generations. They uphold their core values to guide their mission, ethical conduct, and ensure sustainable and meaningful engagement.

Integrating Values into the Curriculum

At the core of a university's mission is integrating values such as critical thinking, ethical reasoning, and social responsibility into its curriculum. Courses are structured not merely to impart knowledge, but to encourage students to critically analyze, question, and synthesize information. Interdisciplinary programs often incorporate ethical case studies, enabling students to apply theoretical frameworks to real-world dilemmas, thereby fostering ethical reasoning.

Partnership with the community is crucial for integrating community service learning into higher education curriculum. For instance, universities might collaborate with local non-profits to address community health issues, providing students with practical experience while emphasizing the importance of public health ethics. Service-learning projects blend academic study with community service, instilling a sense of social responsibility as students tackle real societal issues. Community service initiatives allow students to engage directly with community needs, reinforcing civic duty and empathy.

Social Engagement and Inclusive Campus Environments

Social engagement is vital for creating inclusive campus environments by enhancing equality between teachers and students and reducing academic hierarchies. Building relational connections fosters trust, confidence, and empowerment, promoting positive attitudes that support continuous learning, personal growth, and stronger educational and emotional commitment.

Leadership, Community Service, and Global Citizenship

Leadership programs provide students with workshops, mentoring, and practical experiences that cultivate essential

leadership skills anchored in ethical principles. Furthermore, study abroad programs and global studies courses expose students to diverse cultures and global challenges, nurturing a commitment to global citizenship and a broader worldview. By participating in these programs, students gain a deeper understanding of global interdependencies and the ethical implications of their actions.

Faculty Influence on Student Values

Faculty members significantly influence student values through their teaching, mentorship, and research. Professors who exemplify integrity, respect, and a passion for learning serve as role models, inspiring students to adopt these values. Through mentorship, faculty guide students in both their academic and personal development, encouraging them to pursue their goals with an ethical foundation. In their research, faculty members addressing socially relevant issues such as sustainability or social justice demonstrate the application of academic work to real-world problems, thereby imparting values of social responsibility and ethical engagement.

Governance and Institutional Values

Just as universities influence the values of their students, they also rely on a core set of values to guide their operations and strategic outlook. Effective governance and leadership within a university are critical for embedding values institution-wide. Transparent, accountable, and ethical decision-making processes set a standard for the entire community. Strategic planning involving diverse stakeholders underscores a commitment to inclusivity and shared governance. University leaders who prioritize ethical conduct and a clear mission influence the institutional culture, promoting values like integrity, fairness, and respect. Such leadership fosters a positive learning environment and ensures the institution's long-term goals are aligned with ethical principles.

Promoting Equity and Inclusion

Universities are dedicated to ensuring equitable access to education and fostering an inclusive campus environment. Initiatives such as scholarships, mentorship programs for underrepresented groups, and inclusive hiring practices reflect this commitment. Creating an inclusive campus culture involves celebrating diversity and ensuring all members feel valued and respected, thus promoting equity and inclusion at every level. Efforts to support diversity might include cultural competence training for staff and students, diversity-focused curriculum development, and events that celebrate different cultural traditions and perspectives.

Since the UN approved the 2030 Agenda for Sustainable Development in 2015, higher education institutions have shown their commitment through various initiatives. Promoting environmental sustainability and addressing social challenges are increasingly central to university missions. Campus-wide

“Just as universities influence the values of their students, they also rely on a core set of values to guide their operations and strategic outlook. Effective governance and leadership within a university are critical for embedding values institution-wide.”



recycling programs, sustainability-focused curricula, and research into renewable energy highlight a commitment to environmental stewardship. These initiatives teach students the importance of considering the long-term impacts of their actions on the environment and society. For example, faculty-led research on climate change not only advances scientific understanding but also underscores the importance of environmental stewardship.

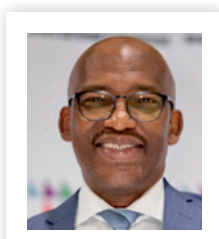
Environmental Sustainability and Social Responsibility

The role of universities extends beyond the campus, impacting broader societal values. By fostering a culture of inquiry, ethical reasoning, and social responsibility, universities contribute to the development of informed, responsible citizens. As society faces challenges such as climate change, social inequality, and political instability, the values instilled by universities become increasingly important. Universities are not just centers of learning; they are incubators of the values that shape the future.

Impact on Broader Societal Values

In conclusion, universities play a crucial role in shaping values through comprehensive curricula, active student engagement, influential faculty, and robust institutional practices. These efforts not only enhance individual growth but also contribute significantly to societal advancement. As we navigate the complexities of the modern world, the values upheld by universities will remain essential in fostering just, inclusive, and sustainable societies. Reflecting on the diverse initiatives and programs, it is evident that the integration of ethical and sustainable practices in higher education will continue to drive positive change globally.

20 University Values: scaling deeper and scaffolding higher



by **Thandwa Mthembu**, Vice-Chancellor and Principal, Durban University of Technology (DUT), South Africa

This issue of *IAU Horizons* has an intrinsic link to the IAU 2024

International Conference. The two themes, namely *The University: Shaping Values and Shaped by Values* and *University Values in a changing world*, respectively, is evidence of this link.

Two things emerge from this opinion piece. Firstly, it makes a bold assertion that ‘constructivists’ and ‘contextualists’ in the long-raging debate on academic freedom and institutional autonomy are winners of the debate. Secondly, it seeks to

scale deeper the issue of university values beyond the ones we consider to be self-evident. I argue that these classical university values must be ‘shaped’ by sets of basic moral values our students and staff join our universities with or without. A first-year university student would understand ‘honesty’, which, in turn, ‘shapes’ and ‘scaffolds’ up to academic ethics, much better than the latter, I presume. This suggests ‘constructivism’.

On the one hand, ‘classicists’ in the debate argue that these two concepts, namely academic freedom and institutional autonomy are indissoluble and indivisible. Any form of control, steering or intervention by organs of society – be they from government, business/industry or the broader civil society – is the death knell of the value ecosystem of our universities.

On the other hand, ‘contextualists’ argue that universities ought to listen carefully and respond appropriately when society puts forth its expectations. There is a multiplicity of societal priorities. It does not help that the hegemony of universities in society has been waning over the years. Thus, if universities fail in this duty, the broader society may well deem them illegitimate with the result that the ‘social compact’ and the unwavering support universities seek may not be achievable.

Just to quote from the Magna Charta Universitatum 2020, a compact on university values supported by hundreds of universities around the world:

“Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve, to benefit humanity and contribute to sustainability....To fulfil their potential, universities require a reliable social contract with civil society, one which supports pursuit of the highest possible quality of academic work, with full respect for institutional autonomy.”

In short, we must be responsive. We must be adaptive to changes in our world. We must establish sustainable social compacts with the organs of society. The concept of a Quad-Helix comprising the university, government, industry and civil society is fundamental in such a social compact. As soon as universities consider the context of their existence, purpose, location, stakeholders and how they must respond, they are in the territory of ‘contextualists’ and ‘constructivists’, I am afraid. Q.E.D.

Let me then pose this question: How shall a university exploit basic moral values to ‘shape’ an institutional culture and ‘lived values’ that are conducive to academic freedom and institutional autonomy, amongst others.

“We must be responsive. We must be adaptive to changes in our world. We must establish sustainable social compacts with the organs of society.”



This is the question we considered at the Durban University of Technology (DUT) in 2018 when we crafted our one-page strategy map we call, ENVISION2030. At one of the IAU events in 2018, I happened to attend a session that focused on revising the MCU, leading to the MCU2020 version, I guess. On enquiring about exemplars of values-based strategies, I was referred to the Magna Charta Observatory's (MCO) *Living Values Project (LVP)*. MCO is the organisation that houses and operationalises the MCU. We also got referred to the Glasgow Caledonian University (GCU) in Scotland, which had already implemented many aspects of the LVP in its strategy and processes.

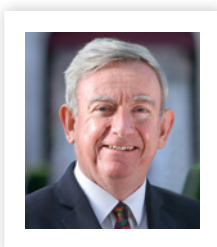
ENVISION2030 is modelled after the *Balanced Scorecard* à la Robert Kaplan and David Norton. It has four Perspectives, namely *Stewardship, Systems, Sustainability* and *Society*, in this order. Each of these has three Strategic Objectives (SOs) associated with them.

Among *Stewardship's* SOs is *Lived Values*. It emanates from DUT's DNA whose two strands are '*people centred and engaged*' and '*innovative and entrepreneurial*'. Our five (5) values and five (5) principles serve as links (or base pairs) between the two strands.

To operationalise, we have since produced our *Living Values Framework (LVF)*, which has an interpretive guide on all the ten (10) values and principles. What we believe makes our LVF unique is that it stratifies our people into *Students, Staff, Managers* and *Structures*. It also provides details of expected behaviour from each of these categories and aligns each with our LVF. We are in the process of implementing the LVF in our policies and practice, in our performance management system and more.

As suggested earlier, in being 'constructivist' and 'contextualist' in approach, we are 'scaling deeper' to basic moral values which 'shape' an 'scaffold' up to universal values of the University. As the world changes and socio-political shifts emerge in society, universities must respond strategically to retain the import of their existence and the ecosystem of their values.

21 Starting with Why – the Value and Values of Universities in and for the World



by **Ciarán Ó hÓgartaigh**, President, University of Galway, Ireland

The best book I have read on strategy is *Start with Why* by Simon Sinek.

For universities, this question of our purpose – our value and our values – is particularly pertinent in the current political climate, locally, nationally and internationally.

“ If we say nothing, we all say nothing and we are all the same. However, more so, if we say nothing, we let the discourse pass us by and marginalise us as institutions. We also don't serve to project our mission or protect the most vulnerable voice. ”

Universities are at risk of becoming increasingly marginalised in discussion and discourse that rails against 'experts' and 'credentialism'. Yet at the same time, we are settings for discontent where we wonder what we should say and do when faced with activism, an activism which sometimes breaks the boundaries of respectful discourse.

At the heart of this question is whether we are part of or apart from society. There are those who argue that universities should be neutral havens of free speech and academic freedom, hosting and holding dear diverse voices but not therefore having a voice ourselves. That is also said of my discipline, accounting. But there is a vast and widely-accepted critical literature on the illusion of neutrality. We can make our best efforts but we are never neutral. We are also manifestations of time and place, of our histories and our locale. Every one of us is different and things being various is good.

In addition, universities make subtle and not so subtle statements all the time. We award honorary degrees to people we deem worthy ... and not to those we don't. We accept donor funds and name buildings after some people and not others. We have advisory boards and include some people and not others. We turn up at some events and not others. These are all choices which are not neutral, which problematically include and exclude. And then we are surprised when the excluded feel disenfranchised.

We are not inanimate institutions. We are animated communities – and these communities are plural. We are, as we always have been, a community of scholars. But scholars too are properly diverse communities with different disciplines, methodologies, lenses and perspectives.

And we are more than that again. We are also communities of students. And, for sure, students have different views – and different views than we do.

In their vulnerabilities, part of our role is to protect these communities. That sometimes means more than just letting them have voice. It sometimes means giving them voice. If we do not give it, they will demand it. And there are also quiet voices, marginalised voices, which need our support in their amplification.

Student activism is therefore not a threat. Students are part of our communities too and they deserve a space of sanctuary where they can make their voices heard. Very often it is other activists we need to guard against, who are often the denizens of disrespect.



There is a lyric of an Irish folk song, born of a historical context of suspicion and dispossession, ‘whatever you say, say nothing, when you talk about you know what’. This position is no longer tenable for universities. If we say nothing, we all say nothing and we are all the same. However, more so, if we say nothing, we let the discourse pass us by and marginalise us as institutions. We also don’t serve to project our mission or protect the most vulnerable voice.

Furthermore, we are, as communities, human beings not human doings. So, we need to think also about how we be. What kind of places do we be to work in and work with, to study, to be. This is where our value translates into values. And a sense of service is part of that being.

We are learning institutions. This is why we are here. And therefore, we learn – and research is learning – as well as teach. We also don’t learn in isolation but from those around us. And we are the better for it.

Public universities – whatever about private ones – are increasingly expected to serve the public good. This means we are not here for ourselves. It also means we are here to serve. ‘Service’ is sometimes characterised, with the change of one letter, as servile. However, put differently, there is nobility in ‘a sense of service’. And when a service is provided, people need it and appreciate it. And we serve by doing best what we do best: extending the boundaries of knowledge through our research and our learning, passing it on in the classroom, the laboratory or in the field, and engaging with the world, for the world. This is what we do.

That is a value in itself. That is our value.

When the revolution comes, which side will we be on?

22 Uncertain Futures: the role of universities in finding common ground and creating social trust



by **Hanne Leth Andersen**, Rector and **Jakob Egholm Feldt**, Professor, Roskilde University, Denmark

We live in a world of extreme complexity. We are confronted with multiple grand challenges, such as immigration, social inequality, climate change, biotech, communication

“A promising perspective for university futures might be reimagining “the lab”. Deliberation, experimentation and inquiry shared between scholars, students, citizens, and organizations serving public formation, as a sine qua non for knowledge-making and genuine utility.”

technologies, AI, wars and conflicts. Inevitably this calls for new experimental inquiries and new understandings [1]. For this reason, universities are increasingly becoming important societal actors, expected to be hubs for problem solving for society in general and for governments. Their independence [2] is challenged, and with that the question of their autonomy and their mission of truth.

The reality of dependence is not new. Universities have always served someone and something be it religions or governments and at the same time they have harboured the knowledge and the social capacities to foster alternatives, oppositions, hopes and improvements of life. [3]

However, with the expansion of universities globally over the past decades, they have also been affected by the current ideology of utility, efficiency and control by governments, which has put them to work for shifting ideas of public goods. [4] This ultimately affects their core values. External competition on popularity, ranking efforts and audit procedures are redefining accountability and reshaping the organizations, undermining professional autonomy and values. [5] It is vital to rebalance and articulate the mission of universities for an increasingly challenging future.

The conflictful societal problems and challenges, with high demands on education and research create an open dilemma. On the one hand there is a critique of universities for being activist in their engagement with major problems, but on the other, there is a demand for direct engagement, impact, and precise outcomes. The balance is between consultancy and delivery of specific answers on the one hand, and free inquiry, discovery, and “openness to dialogue and rejection of intolerance” on the other. [6]

A key issue concerning this development is social trust. Social engagement or specialization in specific issues may undermine social trust because some research questions are more political than others and may provoke citizens and politicians. This is a central democratic issue. Society’s trust in the university resides in the common ground made up of university values and its historical mission of exploring the universal premises of truth and openness for the benefit of the community.

We see, though, how utility and impact can develop into new forms of interdependence and interconnectedness between universities and society, but it requires our careful attention: the impact of science is not simply a transfer of new technologies and new knowledge, it is often a byproduct of

inquiry processes shared between universities and various other communities. Transformative ideas often spring from places other than the expected. New modes of inquiry and validation processes are integral to the historical mission of universities, they raise awareness of the work of knowledge and of the inclusion of more and new participants into the common.

A promising perspective for university futures might be reimagining “the lab”. Deliberation, experimentation and inquiry shared between scholars, students, citizens, and organizations serving public formation, as a sine qua non for knowledge-making and genuine utility. Living labs, citizen labs, and university labs in a wider sense can raise issues on explorative and experimental ground towards a more open notion of outcomes than currently [7]. Knowledge-making, being informed by knowledge, and including an increasingly more diverse range of actors, new technologies, as well as the environment and nature in these processes refers to a breathtaking complexity which calls for both imagination and caring for the future of the university.

To fulfil the role expected by society and the state, a university must preserve its core values of autonomy and critical analysis, but it should also develop values that favour collaborations, openness, and hope. Creating open communities of research and study and finding common ground can be the ultimate public good of the university. It means that ‘a public’ itself is the public good to which the university can make foundational contributions, as a part of society at large.

23 The Role of Values in the Ever-Changing Dynamics of Today’s Society



by **Pal Ahluwalia**, Vice-Chancellor and President of the University of the South Pacific

More than ever, universities are integral to upholding societal values by educating future generations, leading impactful research, promoting ethical behavior, advancing diversity and inclusion, cultivating leadership, tackling challenges, and engaging with local communities. As a regional university with unique cultural identities, USP is strongly committed to *Shaping Pacific Futures* and addressing regional challenges. Its core values of inclusive family, participatory and open dialogue, excellence and creativity, ethics and accountability, respect and inclusivity, and support for people, position it well to empower students, staff, and alumni to become motivating change agents. These change agents are expected to contribute to Pacific communities ensuring that they are innovative, interconnected, relevant, robust, and sustainable.

The greatest challenges faced in the Pacific today include addressing the disruptive effects of climate change, exposure to external economic shocks, providing employment, infrastructure, and services to a rapidly increasing young population, transnational crime, the increasing prevalence of non-communicable diseases (NCDs), and managing growing geostrategic competition. These issues are further compounded by an increasing number of young people leaving the Pacific through labour mobility schemes and creating a real brain-drain problem. The core values of the University encourage diverse perspectives and collaborative problem-solving efforts to address these challenges, which require innovative and human-centric solutions while ensuring transparency and accountability, making sure that all voices are heard.

Regardless of the unique cultures and traditions of universities across the globe, higher education institutions share a set of distinct values. These values are often focused on the pursuit of knowledge, the promotion of critical thinking, and the dedication to improving society as a whole. Common values such as excellence compel universities to strive for superior standards in teaching, research, and service. Institutions of higher learning are dedicated to operating with integrity, equity, and the highest moral standards. They promote an environment that values distinct traditions, customs, and practices. Academic freedom is the foundation of higher education, fostering intellectual diversity through the free exchange of ideas and information while encouraging free speech. Universities value their role in tackling societal challenges and advancing the common good, recognizing that their role extends beyond the classroom.

A survey that examined the impact of higher education accomplishment on the perceived importance of six basic values—family, friends, leisure, job, politics, and religion—used data from the *World Values Survey* (2017–2020). Graduates were found to be less likely to see religion as significant and more likely to view friends, leisure, and politics as vital in most settings, according to the survey. Despite their disparate cultural backgrounds, the University of the South Pacific and other universities across the globe are united by a shared dedication to these fundamental values. Their goal to inspire, educate, and improve society is based on these common values.

Nevertheless, what this survey failed to note was the significance of religion in the Pacific. Our region remains an outlier in this regard.

There is constant debate among higher learning institutions about what will happen to traditional academic principles like autonomy, academic freedom, and research integrity. The University of the

“Striking a balance between traditional and modern approaches to education is a constant challenge for universities in today’s ever-changing world.”



South Pacific has observed that technological advancements and Artificial Intelligence (AI) are changing the education landscape. Traditional modes of education delivery are no longer sufficient or practical. Universities now recognize that online teaching plays a more complementary role, laying the foundation for newer and more affordable programs. This was evident during the COVID-19 pandemic where higher education institutions had to quickly change to meet the demands of online teaching. Striking a balance between traditional and modern approaches to education is a constant challenge for universities in today's ever-changing world. A values-based education system that balances traditional knowledge with modern advancements is fundamental to future success. This entails encouraging moral principles, analytical reasoning, and empathy. Universities have redefined success. Beyond standard academic measures, education has expanded to emphasize equipping students with the skills, competencies, character qualities, and abilities that will assist them to succeed in the future. This entails more than educating the individual – it is about empowering the very communities that sustain our students.

It is crucial that universities continue to uphold values like academic freedom and autonomy to carry out their mission as education providers for the benefit of society. By ensuring that universities conduct their business in accordance with moral and professional standards, upholding these values promotes trust. Integrity-related values, like justice and honesty, are essential to how universities operate. They ensure transparency and accountability, all of which are key to fostering trust and open dialogue.

While traditional academic values are evolving, values remain central to the mission of higher education. The challenge lies in adapting these values to the changing educational landscape while adjusting them to the ever-evolving environment. It is a delicate balance, but one that is crucial for the continued relevance and impact of higher education especially in the Pacific region.

24 Universities in a changing world: shelters for old and emerging values



by **Giovanni Molari**, Rector, Alma Mater Studiorum – University of Bologna, Italy

In their thousand-year journey, universities have exemplified resilience, adaptability, and an unwavering commitment to their core values. Central to their identity is their dedication to excellence, academic freedom, institutional autonomy, integrity and inclusiveness. Such values are defended and translated into practices both within the single institutions and through collective efforts, in academic associations, networks, and shared documents. Among them, the *Magna Charta Universitatum*, a testament to universities' mission to

“To foster an environment of innovation and critical thinking, universities should be autonomous in setting their own academic agendas and research and educational priorities.”

protect academic freedom, inspire innovation, and promote social engagement through open dialogue, inclusive policies and initiatives, for the benefit of societies at large.

As the world undergoes profound and fast-paced transformations, universities face unprecedented challenges. The contradiction between expanding interconnectedness and the polarization of contrasting societal and political visions affects also academic communities. In this shifting landscape, the commitment to excellence and the active engagement with new aspirations, concerns, and needs of a diverse student community should remain the priority of higher education systems. As main beneficiaries and users, younger generations represent the backbone of universities and therefore, of our future. By bringing in the discourse new perspectives, priorities, and expectations, younger generations challenge traditional paradigms, demand greater inclusivity and diversity, and raise concerns about the impacts of climate, migrations, faltering housing conditions, unemployment, and psychosocial health threats. Universities are called to constantly design resilient and innovative solutions, to get new generations ready to address effectively issues raised by, e.g., green transition, circular economy, global health, artificial intelligence. For example, the implementation of innovative energy plans, such as installing photovoltaic power systems, upgrading lighting and heating systems, and ensuring effective recycling strategies, are some of the ways in which institutions can contribute to the global effort towards sustainability through actual policies. Moreover, new technologies and generative artificial intelligence are transforming the ways in which we teach, learn, and do research. Universities must understand and master the potential of these technologies, acknowledging the diverse opinions and feelings societies hold towards them, and providing intellectual tools to orient responsible decisions.

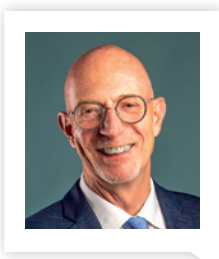
Values are to be advocated as an entire academic enterprise, as a living experience at a variety of levels. building bridges between the local, national and international dimensions, and promoting intercultural competence. This will help academic settings embrace cooperative models, appreciate and value multi-faceted approaches, filter priorities, and contextualize internationalization strategies. A farsighted vision and the ability to grasp current trends and foresee future ones are necessary for universities to maintain a leading cultural role in an ever-evolving landscape. Being faithful to core values, and investigating how they are to shape evolving contexts, is key to build a strong and resilient academic community, calling for a delicate balance between tradition and transformation, self-awareness and openness to diversity, identity and inclusion. Universities must ensure equal treatment of all disciplines,



scholars, students, and staff, actively combating all forms of ethnic, social, economic and gender discrimination. This commitment extends to actively promoting multiculturalism, social and employment inclusion, gender equality. For instance, initiatives specifically designed for refugees and asylum seekers, such as programs for their inclusion in the university community and opportunities to pursue higher education, exemplify how institutions can support the right to study in multicultural environments. Encouraging cultural interactions and exchanges broadens individual perspectives, opens borders to new learning experiences, and pushes further the frontiers of research. Moreover, the cross-pollination between public and private sectors enriches academic pursuits, fostering innovation, practical applications and transfers of knowledge. The social engagement mission of universities is pivoted on community building, encouraging active participation from all members of society and empowering them to take an active role in shaping their communities and beyond. In this respect, universities are called to support the construction of societies of knowledge, for the benefit of each and all their members, locally and globally.

The core principles of autonomy and integrity are crucial to the mission of encouraging a free dialogue between numerous and diverse ideas and perspectives. To foster an environment of innovation and critical thinking, universities should be autonomous in setting their own academic agendas and research and educational priorities. In a rapidly changing world, freedom of thought and action and a perpetual openness to interactions are the common threads that protect academic values and their responsiveness to emerging perspectives and global challenges. This vision can enhance the cohesion of academic communities and help them enact impactful changes, ensuring the ongoing relevance of universities and preparing students to positively impact society. As true shelters of values within evolving societies, universities educate future citizens to defend shared values and harmonize them whenever possible with local ones, balancing distinctive aspects from different cultures. In embracing the core values of freedom, autonomy, inclusivity not as optional, but as foundational, universities not only preserve their rich heritage, but also foster a progressive environment across borders and generations.

25 Three priorities at a critical moment for universities



by **Graham Carr**, *President and Vice-Chancellor, Concordia University*

Concordia University in Montreal turns 50 this year.

There is no denying it: this is a particularly trying moment to be coming of age as a leading institution in higher education.

Like other universities with richly diverse staff and student populations, the Israel-Hamas conflict is causing profound pain, anguish and tensions on our campuses. Like many public universities across North America, we are struggling with the cumulative effects of decades-long structural underfunding. More generally, in some jurisdictions governments are targeting universities on ideological grounds to weaken their credibility. Meanwhile, the global marketplace for students is changing rapidly as emerging countries invest record sums in higher education, just as geopolitics and rising anti-immigrant sentiment increasingly constrain cross-border mobility.

And then there is technology. Universities are confronting open questions about the impact of AI on education as well as the growing infiltration of tech industries as credential providers in the “business” of education.

We have arrived at a critical juncture for higher education. But despite the far-reaching challenges, I remain staunchly optimistic about the future of universities.

Universities are resilient institutions that have successfully navigated grand challenges for almost a millennium by adapting to changing social and economic circumstances. The oldest universities have survived wars, famines, plagues and revolutions. There are now tens of thousands of institutions of higher education globally, with some of the best in emerging economies and countries that are shaking off their colonial pasts.

While we should celebrate the remarkable resilience of universities, we also need to revisit and reaffirm their value proposition in a period when the depth and pace of change is unparalleled. To do so, I see three key priorities for Concordia and all universities.

First, universities must embrace and expand their role as engines of social and economic mobility. Globally, there has never been a time when more first-generation students, including more women, are pursuing higher education. Students from increasingly diverse backgrounds bring renewed passion and innovative thinking to our communities. By unleashing new pools of talent, universities can challenge conventions while generating widespread economic benefits for society.

The second priority is research. In today’s world, grand challenges — population health, climate change, peace and security, social inequality — are omnipresent, and technology has never been more disruptive. Both fundamental and impact-driven university research have therefore never been more pivotal to our collective transformation. The digital possibilities for global science and the incentives to partner with other

“There are now tens of thousands of institutions of higher education globally, with some of the best in emerging economies and countries that are shaking off their colonial pasts.”





institutions and sectors are unprecedented. The exciting truth is that university research is integral to all our futures, from local communities to the transnational level.

Finally, as I look ahead, I believe we must prioritize the protection and promotion of the values for which universities like Concordia stand. These include privileging knowledge and evidence; the spirit of free inquiry, innovation and creative endeavour; the right to freedom of expression; and a conviction that accessibility and excellence go hand and hand.

Remaining true to the ideals of a liberal education has become imperative at a moment when some of those values seem unexpectedly vulnerable to critique and disparagement. In North America, the systematic stereotyping of universities as “woke” institutions signifies one element of this critique. However selective and unfair this perspective is, its prevalence underscores that universities have done themselves a disservice by appearing disconnected, aloof from and even contemptuous of the changing social and political landscape in which they operate.

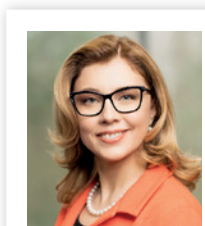
Sadly, respectful, civil discourse is more and more difficult to achieve. Polarization is rife in society. Disinformation and misinformation cheapen the value of facts and evidence. The combustibility of social media has reduced reasoned debate to a shadow of what it should be. In this context, universities remain among the few institutions that can serve as bulwarks against those pernicious, destructive tendencies.

To me, the forward-looking opportunity for our sector is to stay true to our mission and values, to keep faith that we can best prepare the next generation for success by adapting our capacity to innovate and serve the larger interests of society.

If we are to succeed, we must dare to lead and dare to change. Universities have no monopoly on knowledge, but the insights, evidence, discoveries and training we embody are fundamental to making the world a better place.

Ours is one of the few evergreen sectors in the world where every year there is new hope, new promise, a new generation. By seizing that unique reality, universities will continue to be harbingers of a more just and equitable future for everyone.

26 Universities as the “Influencers” of Modern Society



by **Inga Žalėnienė**, Rector, Mykolas Romeris University, Lithuania and IAU Vice President

Since ancient times, humanity’s brightest minds have strived to advance society through scientific

“It is essential to create more academic platforms and forums on academic values for knowledge exchange, discourse and critical insights to help develop solutions to existing or emerging challenges in different countries. The International Association of Universities (IAU), a UNESCO partner, serves as a case in point for doing so at the global level.”

knowledge, critical analysis, and the free flow of ideas. During the Enlightenment (17th-18th century), intellectuals driving the European cultural movement believed that the power of the human mind and knowledge-based cognition could lead to continuous technological progress, material prosperity, the introduction of new moral values, and ultimately, a better world. Universities have been the epicenters of this free thought, breaking with outdated dogmas, defying social hierarchies, and transcending national borders. Professors and students often serve as catalysts of social change.

The knowledge accumulated and created in universities belongs not to a privileged few, but to all of humanity. As universities become more accessible to broader society, they not only reinforce their commitment to academic freedom and integrity but also hasten the emergence of a knowledge-based society capable of addressing challenges and uncovering new opportunities for progress.

It is very important to accept that universities have a critical role to play in the implementation of the SDGs. Higher education institutions have a shared responsibility to make societies more sustainable by generating knowledge, creating current and future leaders, demonstrating impact and promoting cross-sectoral leadership.

It is essential to create more academic platforms and forums on academic values for knowledge exchange, discourse and critical insights to help develop solutions to existing or emerging challenges in different countries. The International Association of Universities (IAU), a UNESCO partner, serves as a case in point for doing so at the global level.

The unification of the academic community was driven by the geopolitical changes following the fall of the Berlin Wall, the liberation of Eastern and Central Europe from the Soviet empire, and the democratization process. During this challenging period of transition, the *Magna Charta Universitatum* provided essential guidelines that the academic communities of both “old” and “young” Europe could agree upon in a reunifying continent.

Today, we believe it is crucial to establish new guidelines for defending academic freedom and common values, which are under attack from authoritarian regimes. These regimes not only suppress free thought within their own countries but also seek to impose their terms on the free world. The suspension

of 17 Russian universities from the Magna Charta academic community, following Russia's war against the sovereign UN Member State of Ukraine, underscores the significant changes in our world. It is equally concerning that academic communities in an increasing number of countries face pressure from their authorities, and that anti-democratic trends are emerging even in some parts of Western civilization.

Institutional autonomy is narrowing year by year as governments seek to take control of more and more aspects of higher education institutions. It is essential to ensure autonomy in the creation of educational and research content, free and independent cooperation with local, regional and global partners, international networks and forums.

The millennials, the first generation to grow up in post-independence Lithuania, have witnessed major geopolitical changes, including Lithuania's accession to NATO and the European Union, along with the challenges of migration and globalization. This generation has successfully embraced the benefits of freedom, pursued quality education at both national and foreign universities, and adeptly adapted to the rapid development of the internet, mobile phones, and social networks, which have profoundly transformed their lives.

As representatives of Lithuania's youngest state university, we can confidently assert that the free exchange of scientific ideas, student and academic exchanges, and research have been and continue to be vital for the rapid advancement of science and technology, economic growth, and social stability.

International cooperation between academic institutions, based on shared values of freedom, democracy, solidarity, and justice, has been one of the most significant developments for universities at the turn of the 20th and 21st centuries. This collaborative environment has not only facilitated the transfer of knowledge, but also fostered creative thinking and the development of responsible individuals unafraid of challenges and equipped with a strong moral compass.

Numerous sociological studies indicate that the younger generation seeks purpose in both their personal and professional life. This holds true for Generation Z, who will drive economic, social, and political change in the coming decades. Social analysts broadly agree that young people are more willing to start their own businesses than previous generations. They are more confident, seek comfort, and aim to contribute to sustainable consumption, climate change mitigation, and solving ecological problems. Young people increasingly value and create socially responsible companies with high ethical standards, strive for a balance between work and leisure, and desire recognition for their efforts.

Values shape people's goals and behavior, so educational institutions need to evolve according to the expectations of the younger generation rather than the ambitions of those in power. The younger generation – digitally adept – is already utilizing

AI in support of their ambitions and eager to innovate, but it often overlooks threats until they face them directly. Studies have shown a strong correlation between heavy social media use and higher levels of depression, anxiety, loneliness, and feelings of inferiority. These vulnerabilities can be exploited by social engineering manipulators.

In this new reality, more universities are recognizing the importance of social and emotional learning (SEL). Programs are being developed to enhance self-awareness and empathy, helping students cope with new challenges, providing psychological support and stress management training, and strengthening computer support services. Universities are also expanding opportunities for students to develop their talents in the arts and sports, engage in volunteering activities that benefit society, and collaborate with the local community and social partners. At MRU, we encourage these initiatives because we view personal development as an integral part of our mission.

We believe the strategic direction for university development should increase academia's value-based impact on people and society, beyond just labor market-oriented studies and research. This requires integrating new technologies into the social sciences, conducting deeper research into societal development using the latest methods and technologies, and incorporating the social sciences and humanities into all areas of university studies. We must provide our students not only with knowledge and skills, but also with human values essential for the sustainable development of the world.

Universities can and must influence the development of modern society, not only by producing experts in various disciplines but also by helping to solve problems relevant to individuals, local communities, and the wider society.

27 Universities: Unifying values, ambiguity and uncertainty



by **Andreas Altmann**, Rector & **Claudia Moessenlechner**, Director Learning Solutions, MCI – The Entrepreneurial School, Austria

The current geopolitical conflicts, the climate crisis as well as a changing global economy, increasing political polarization and political shifts across the globe, are visibly putting more pressure on universities.



“In addition to emotional conflicts and the loss of social cohesion, poly-crises also bring with them another difficulty: the complexity of the interactions of crises leads to contradictions in decision-making and problem-solving. These contradictions are often difficult to resolve.”

For academic leadership, the dilemma becomes even more complex. On the one hand, the academic community has always been thoroughly grounded in the theory of knowledge and objectivity, also termed a core function of higher education. In this spirit, in crises situations, evidence-based objectivity has, by many universities, been translated into taking a neutral stance to political and societal tensions. At the same time, academic leadership and universities are currently facing pressure from politicians, student activists and faculty alike, oftentimes calling for taking clear positions on political and social issues.

This reveals two things:

First, universities are, more than ever, social spaces and not separate institutions under a bell jar, insulated from society. Universities are a social and societal space with a globalized academic community.

Secondly, crises and particularly complex topics, also described as poly-crises, often lead to discussions that become emotionally charged and contain divisive tendencies which, if not socially negotiated, lead to polarization and political and social divide. In addition to emotional conflicts and the loss of social cohesion, poly-crises also bring with them another difficulty: the complexity of the interactions of crises leads to contradictions in decision-making and problem-solving. These contradictions are often difficult to resolve.

Therefore, academia cannot replace a broader discussion about social and political values. Conversely, it is clear that a lack of space for a common social discourse within universities is often admonished in different ways by the public. This is currently evident, for example, in the student protests in the USA, in Germany and other countries.

However, recognizing, understanding, and dealing with ambiguity, heterogeneity and uncertainty in debate, has always been a core of teaching and research in higher education. Therefore, science can and should add to the social and opinion-forming discussion by advocating a fact-based debate on current issues also within their own academic communities. Yet at the same time, they must develop a high level of tolerance for ambiguity in and among their students. Fact-based debates are evidence- and not ideology-driven. Tolerating, if not always approving, differently argued points of view is an important democratic value that can add to the discussion and support living with uncertainty in debate. We see this unfold

before our very eyes every week in our Distinguished Guest Lecture Series, in which well-known personalities from the worlds of science, technology, business, politics and society are invited to discuss diverse – sometimes quite pointed and controversial – topics.

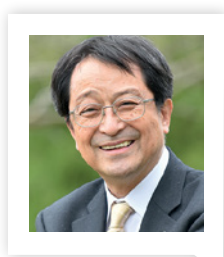
This joint process of opinion-forming and an active awareness of remaining uncertainties and risks, are also particularly relevant against the backdrop of current discussions on the ethical use of artificial intelligence or the current climate and energy debate, as well as economic implications of ongoing geopolitical change. Research co-operations with external partners, transparency in education and service, as well as a thorough discussions about ethical consequences of academic activities, are of particular importance in this context.

Universities have to ask themselves what role they want to play in society and what educational programmes they wish to offer in this complex situation. Ongoing social change does have an influence on the effectiveness of pedagogical action. Conversely, the educational programs offered in higher education can have an influence on social change – and thus rightly be coined transformative education.

Also here, universities can and should act value-driven, in that an appreciation for ambiguity and tolerance is put centre stage, especially in teaching. Moreover, in order to deal with the complexities of change in uncertain environments, students need critical thinking skills, the ability to cooperate, and factual and relevant knowledge to act. All of these competencies should be instilled and fostered in university teaching to develop a forward looking and positive attitude necessary for students to meet the career challenges.

Above all, appreciating that universities are both shaping values and being shaped by values reinforces our understanding that tolerance is not necessarily about giving up one's own position, but rather being able to accept other points of view, as an important contribution to a democratic society.

28 Shaping Global Trust, Shaped by Global Trust



by **Kyosuke Nagata**, President,
University of Tsukuba, Japan

The global community is characterised by constant change, complexity, and profound uncertainty. Under these circumstances, academia around the world – through the power of arts and sciences – has a mission and responsibility to work together to lead global society toward a brighter future. We believe that the basis necessary for this is trust, i.e. the ability

to entrust oneself with each other. This trust goes beyond a concept of mutual understanding and implies mutual reliance between individuals, organizations, societies, and nations that share fundamental values of freedom, democracy, basic human rights, and the rule of law. In this article, I would like to discuss this value of trust.

Consider the example of COVID-19. The vaccine's prevalence has also exposed global issues beyond mere infectious diseases, such as disparities among nations and regions in terms of economy, education, and gender. These disparities may have been a factor in exacerbating conflict and divide. Today's international community faces a mountain of global issues that generate conflict, and divide, ranging from infectious disease to the global environment, natural disasters, food, and security.

Each country has its own unique challenges. For example, Japan faces the aging of its population, an issue that it has to tackle ahead of the rest of the world. The percentage of the elderly (65 years and over) has already reached 29.1% of Japan's total population in 2023, and is estimated to reach 38.7%, or almost 40%, by 2070 [1]. As the social system experiences institutional fatigue and depopulation in rural areas, the role of academia in solving these problems is vital.

The development of a vaccine for COVID-19 is illuminating in this regard. Wisdom and data gathered from around the world have accelerated the development of vaccines, the success of which is the result of collaboration. This happened not only in academia, but also among governments and societies, across physical, psychological, and institutional barriers. In other words, crucial to the successful overcoming of COVID-19 was a relationship of trust between individuals, societies and nations, a notion which could help towards tackling the progression of disparities, conflicts, and divides at the global level. It is indisputable that mutual trust based on shared fundamental values will be indispensable in resolving international conflicts, including those in Eastern Europe and the Middle East, as well as the aging population issue in our own country.

At University of Tsukuba, we call these values "GLOBAL TRUST". "GLOBAL TRUST" can only occur when individuals, organisations, societies, and nations recognise that they share values and have the ability to face and solve problems with integrity and fairness. It also implies a sense of ethics, empathy for others and for society, and a sense of responsibility and reliability based on that empathy, which is the cornerstone of social cooperation. In 2022, based on these values, we formulated the "University of Tsukuba

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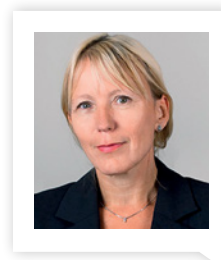
Vision 2030,” outlining a vision for the future based on the values of “GLOBAL TRUST”, and to engage in research activities, education for students, and collaboration with industry based on this spirit.

To solve global issues and create research results that will serve as a driving force for social change, it is necessary to bring together the wisdom of academia in an international and open environment, while respecting diversity. Our university has established its own alliance with 13 others around the world called the Campus-in-Campus initiative, based on the concept of “GLOBAL TRUST”. This initiative is an effort to bring our campus to those of our partners and vice versa by creating an environment where students, faculty, staff, and researchers can freely interact with each other. Through these efforts, we hope to share these values not only with our students, faculty, and staff, but also with our stakeholders around the world, including our alumni, people from universities and industry around the world with whom we conduct joint research, and our local community that supports our university.

Jigoro Kano, who was the principal of Tokyo Higher Normal School, the predecessor of our university, was not only the founder of modern judo but also the first Asian member of the International Olympic Committee. Over 100 years ago, he advocated the concepts of “vigorous good use of energy” and “mutual prosperity for oneself and others”. These are based on the idea that we should enhance our own abilities and use them to the maximum extent for the benefit of society, and that we should trust and help each other to create a society in which both ourselves and others can prosper. The value of “GLOBAL TRUST” resonates with Dr. Kano's beliefs, and we believe it is an important philosophy that should be passed down through the ages.

University of Tsukuba invites universities worldwide to join us in advancing “GLOBAL TRUST”, echoing the enduring philosophy of mutual prosperity and societal contribution advocated by our founder, Jigoro Kano.

29 The universities' role in facing crisis



by Margareth Hagen, Rector, University of Bergen, Norway

In his book *The Soul of a University. Why excellence is not enough* (2018), Chris Brink advocates that along with asking what we are *good at* as a university, we must question what we are *good for*. This should be underscored for any university: we strive for excellence in research, but through education, innovation, collaboration and outreach, we also deliver strong and life-lasting education, competence, civic formation and engagement.



“It is our duty to reach out and search for a constructive dialogue, to engage the students in provocative discussions about the big challenges and the current pessimism, and to discuss how and why science and education are the response. The university must provide the intellectual freedom to interpret society and to question current dogmas.”

We live in the age of *polycrisis*, or *permacrisis*, a time where many different crises intertwine and influence each other, a period of extended instability and insecurity. Many among us are pessimistic and deeply worried about the future. This is indeed also the case for the young Europeans. According to the Young Europe 2024 study [1], 34 per cent of people aged between 16 and 26 surveyed in France, Greece, Germany, Italy, Poland, and Spain “have a pessimistic view of the future”. In Italy, for example, a massive “63 per cent think they will do worse than their parents’ generation.” It is also noteworthy that a massive 39 per cent of the young people in the countries surveyed say that they “are currently dissatisfied with the existing democracy in their country.” Nevertheless, a positive sign is that – for the time being – 44 per cent still think that “the strengths outweigh the weaknesses” of democracy. As stated in the study, the positive sides of democracy are held to be “freedom of opinion and the press.” In other words, they still believe in the values that Europe has fought for.

This pessimism of the youth is not only about the climate and biodiversity crisis, the threats to democracy, the geopolitical situation, and the complexities of these crises as they evolve simultaneously, but it also concerns the economy and their individual prospects to live good lives. Our young students have chosen to spend years of their lives at a university hoping to achieve a decent life quality, a career, and to pursue their individual dreams and interests.

Their pessimism must be taken seriously by us, who dedicate our working years to serve the universities. It is our duty to reach out and search for a constructive dialogue, to engage the students in provocative discussions about the big challenges and the current pessimism, and to discuss how and why science and education are the response. The university must provide the intellectual freedom to interpret society and to question current dogmas. That can only happen in a university that is open to new ideas and perspectives. Such universities depend on the participation of active students and researchers, and of the productive combination of research and teaching.

Public trust in science is challenged all over the world, and so is the trust in truth. Already in 2016, before COVID, the Oxford English Dictionary selected ‘post-truth’ as its word of the year. It is more important than ever to offer an education that

underscores the scientific and analytical mindset. One response to the pessimism of young generations is to offer students a solid research-based education. This provides students with an opportunity to learn from researchers that articulate the scientific method in their teaching and work.

A research-based teaching also underscores the collective, international endeavour behind the scientific progresses and discoveries. It shows a scientific society continuously working to solve our times many crises. And, while we are facing a demanding geopolitical situation, we should not neglect to underline that these intellectual and scientific results are collective and international.

At its best, the university will contribute to new solutions and to ethical and emphatical engagement. The universities’ role is the exercise of reason, to systemize and develop the understanding of the complexity of the present challenges, furthermore, to offer the tools for tracking the solutions, and the knowhow of managing the tools of critical and systematic thinking. In these huge efforts, this hard, systematic, collective, international work, lies the duty of the universities.

30 Beyond Words: Integrating Values into University Learning and Research



by **Miquel Nicolau-Vila**, Former Rector, University of Andorra and IAU Administrative Board member, Andorra

The 21st century began full of hope.

Many people believed the world was entering a new era characterized by fewer crises, less wars, and greater levels of equality and justice. Even respected economists predicted that no major economic crises would occur because of an economy that was robust, because there were more effective tools available, and the global situation was differed compared to past crises. However, predictions are not always accurate. In 2008, a major economic crisis struck numerous countries, followed by a dramatic civil war in Syria, an unexpected global pandemic, the return of Taliban in Afghanistan, a conflict in Sudan causing the largest displacement of people in the world (over 8 million), Russia’s invasion of Ukraine, and a bloody military action in Gaza resulting in over 36,000 deaths as of June 2024, among others.

Since then, inequalities have increased, poverty has deepened, conflicts have gone unchecked, and democracy, equality, and freedom have regressed in many countries. Furthermore, populism based on misinformation and falsehoods are rising in many regions and the effects of climate change are impacting the planet much faster than expected.

Perhaps we are finally awakening from the fairy tale dream of this new century and getting ready to face the current situation and its significant challenges. There is only one way to confront them: through education and research imbued with values. Because addressing the challenges of humanity requires not only well educated citizens, but also those with a solid foundation of values.

Through values-driven teaching and research that place universal values such as human rights, peace, democracy, freedom, equality, inclusivity, and sustainability at the core of their activities, Universities can make a significant impact to reverse the current situation.

However, simply stating values in the strategic plans does not suffice as commitment. We must integrate these values into practice through the learning process and research endeavours. However, to succeed, universities must operate in a framework of institutional autonomy [1], academic freedom and integrity[2], and with adequate funding. While this may seem obvious to academia and universities, it is not always guaranteed. Even when these conditions are met, there is always room for improvement, as achieving these ideals is an ongoing process, not a final destination.

But how can universities put values into practice? There is no one-size-fits-all approach, each university must identify the most suitable method that aligns with its environment. However, I believe there are some fundamental actions that should be pursued as a continuous cyclical process:

- Provide training for academia, technical, and administrative staff on values and their integration, emphasizing their application in daily actions along with the incorporation of a values-driven perspective into teaching and research.
- Establish transversal competences related to values across all programmes and define their learning outcomes for assessing these competences.
- Conduct research on values as a core discipline within universities.
- Set up metrics and indicators to monitor the efficacy of teaching and research from a values-driven perspective.
- Incorporate protocols into internal quality assessment procedures to ensure the best introduction of values-driven teaching and research.

“Through values-driven teaching and research that place universal values such as human rights, peace, democracy, freedom, equality, inclusivity, and sustainability at the core of their activities, Universities can make a significant impact to reverse the current situation.”

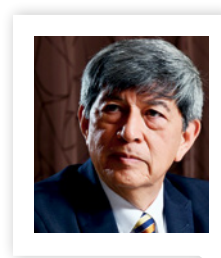
All these actions will not only be much more efficient and effective if we work together, but collaboration is the only way to carry them out. Even the largest universities are too small to tackle significant challenges alone. Only through collaboration will we be able to discover multiple solutions stemming from diverse cultural perspectives and world views. By its very nature, internationalization serves as a means to promote universal values and mutual understanding.

Since 2018, one of the objectives of the University of Andorra’s[3] strategic plan has been to “Promote democratic values, transparency, openness, integration and achievement of the Sustainable Development Goals (SDGs)”. To implement this objective, we have introduced a new teaching methodology entirely based on competences. Traditional subjects have been transformed into more transversal modules, and we have incorporated three core transversal competences: democratic culture, multilingualism, and the SDGs.

Simultaneously, we have developed an Equality Plan and an Inclusion Plan, and we offer short programmes for academia and staff to deepen their understanding of these plans and to align their actions with them in daily activities, teaching, and research[4].

Based on my experience at a very small university, I firmly believe that nothing should hinder anyone from actively contributing to solutions for major challenges through values-driven teaching and research. Neither size, funding, geography, nor any other factor should deter us from taking action. By collaborating, we can overcome all our limitations and achieve success together.

31 Universities and Values in a Global Context



by **Fernando Leon-Garcia**, President, CETYS University, Mexico and IAU Administrative Board Member

In today’s global landscape, universities face numerous challenges that transcend geographical boundaries, and include social tension, economic and environmental uncertainty, as well as polarization, politicization, and populism. To navigate these complexities, universities must embody and promote essential values. Recent events such as the Russian invasion of Ukraine, the Israel-Hamas conflict, and changes in an increasing number of democracies serve as poignant examples of how universities need to reflect, review, and respond to global crises.

A recent article on “Navigating university neutrality is not so simple anymore” (University World News, June 15, 2024) by Hans de Wit and Philip Altbach points out that it would be an understatement to say that the academic community has had difficulty in coming to grips with the current wave of political activism and the societal and political reaction to it.



“Respect, tolerance, and openness are fundamental values that must underpin all interactions within the academic community.”

Indeed, in “United We Stand: An Urgent Call for Leadership” (AGB Trusteeship Magazine, Volume 31, Number 5, September/October 2023), Ellen-Earle Chaffee indicates that there are ideological and political intrusions that are mounting against freedom in higher education and democracy is a high-stakes opportunity to impact the outcome of history.

Hans de Wit and Philip Altbach suggest that higher education and society at large have become much more complicated and intertwined in recent decades, with far more internationalization of both society and higher education than in the past, accompanied by a strong anti-international, nationalist reaction. Ignoring pressures from domestic politicians, foreign governments and a diverse and globalized academic community is no longer possible.

Universities are unique in their role as hubs of diverse perspectives, designed to challenge individuals and foster critical thinking. This diversity of thought is a strength, but it requires a commitment to creating environments where students feel safe to explore, debate, and learn from conflicting perspectives. Respect, tolerance, and openness are fundamental values that must underpin all interactions within the academic community. Universities must ensure that all members of their community feel valued and heard, regardless of their viewpoints, fostering a culture of intellectual curiosity and growth (Globalization’s Impact on Education, n.d.; The Five Major Challenges Impacting Universities in 2023).

The mission of universities extends beyond academic instruction. It involves educating the whole individual, morally and ethically, as well as intellectually. Every moment is a learning opportunity, especially during times of conflict. Universities have the responsibility to channel student energy and enthusiasm into positive actions and learning experiences, helping them become well-rounded individuals equipped to navigate complex global issues (Transformation of Higher Education After the COVID Disruption, 2020).

Universities must also maintain and promote traditional academic values such as autonomy, academic freedom, and research integrity. Autonomy allows universities to make independent decisions that reflect their values and mission. Academic freedom protects the right to teach, learn, and research without undue interference, ensuring that universities remain places of free thought and inquiry. Research integrity upholds the highest standards of honesty and ethics in research, contributing to the credibility and trustworthiness of academic institutions (Globalization’s Impact on Education, n.d.).

Reflecting on the role of leaders, Ellen-Earle Chaffee states that they need to safeguard independence and academic freedom by stopping attempts to control academic institutions for

political, ideological, and self-interested purposes. Otherwise, politics, opinion, beliefs, short-term thinking, and inexperience would take over from hard-won expertise, long-term vision, and thoughtful fiduciary leadership. Furthermore, the best safeguard for freedom of expression and freedom of inquiry in colleges and universities is a healthy democracy.

Leaders of all colleges and universities have important, mission-related roles to play in securing educational freedom, independent governance, and democracy. That leadership can help bridge and heal divides and is essential for mission-fulfillment in higher education. Democracy provides educational freedom; educational institutions must provide democracy with competent, engaged citizens.

In conclusion, the values that universities promote and embody are crucial for navigating the complex challenges of today’s world. Universities must reflect on and reinforce their core values in all aspects of their operation, ensuring they remain places of respect, openness, and critical thought. By doing so, they not only educate individuals but also contribute to the broader goal of creating a more informed, tolerant, and just society.

As Fanta Aw (International Educator, January 10, 2024) has stressed “...the antidote to war and polarization is increasing intercultural competence, demonstrating compassion, and combatting hate. Our work is more important than ever, for if done at scale and in sustained ways, it serves as a path to a more interconnected, peaceful world. The ability to know the “other” and understand with head and heart that the “other” is us and we are the “other” is vital to our existence and ability to thrive in an interdependent world.”

32 Navigating Trust Challenges in the Geopolitical Landscape at Western Norway University of Applied Sciences



by **Christine Øye**, Pro-rector for Research, **Elin Kvaale**, Head of International Relations, **Therese S. Skagen**, Head of Research

Support in the Library and Gunnar Yttri, Rector, Western Norway University of Applied Sciences, Norway

Introduction

In the current global context, universities are increasingly pressured to address complex societal challenges through research and innovation. Western Norway University of Applied Sciences (HVL) stands at the forefront of these efforts, particularly in the face of challenges that transcend national borders, such as climate change and energy shortages. These issues necessitate international collaboration and the exchange of ideas and expertise. However, current geopolitical tensions are challenging values of trust, academic freedom and transparency.

Throughout history, Norwegian universities, including HVL, have enjoyed high levels of public trust, a fundamental value in the Nordic welfare systems and integral to research and education. However, Norway's export control system, which requires licenses for exporting products, technology, and services, poses a challenge to these core academic values by potentially restricting the free exchange of knowledge, collaboration with international partners, and the trust that underpins these academic endeavours. This notwithstanding, the Norwegian government actively encourages global collaboration among researchers to address societal challenges. Simultaneously, the export control system necessitates risk assessments by Norwegian universities.

HVL conducts research in diverse fields, including nanotechnology, renewable technology and artificial intelligence. This research and the resulting innovations have the potential to significantly benefit renewable energy sectors and society at large. However, it is crucial to navigate these advancements with an awareness of the Dual-use Research of Concern (DURC) and the associated risks. While research-based innovations can address and possibly solve societal challenges, they can also have the potential to be used for malicious purposes, such as military applications. As university leaders, we balance promoting international collaboration and knowledge sharing while safeguarding against potential misuse. Disseminating this knowledge carries risks, highlighting the leadership dilemmas inherent in maintaining trust while navigating the complexities of dual-use.

Balance Export Control and Upholding Academic Values at HVL

In the face of geopolitical tensions and divergent realities, HVL steadfastly upholds its fundamental academic values. At HVL, we have embarked on the complex task of striking a balance between nurturing international collaborations and preserving academic freedom, while simultaneously implementing risk assessment measures. This commitment underscores HVL's proactive stance in balancing the requirements of export control policies with the need to protect values of academic trust and freedom. Specifically, we achieve this through:

- **Guidelines for Responsible International Collaboration:** At HVL we have established comprehensive guidelines on export control and responsible international collaboration. These guidelines serve as a tool for researchers to evaluate strategic partnerships and foster trustworthy international relationships. They provide direction to our researchers, enabling them to discern suitable collaborators and the appropriate methods for collaboration.
- **Leadership Engagement and Awareness:** We host leadership breakfast meetings with geopolitical experts who outline geopolitical scenarios and engage in discussions about the implications of research collaborations for both researchers and educators. Our primary aim is to heighten awareness among academic leaders on core academic values such as academic freedom, trust and transparency. The discussions provide valuable insights on how to maintain these values while being realistic about potential threats. Additionally, we emphasize the importance of being mindful of any suspicion or stigmatization that our international colleagues might experience.
- **Research Ethical Committees:** Ethical awareness is promoted by having in place research ethics committees at each faculty. These committees ensure that research aligns with core academic values and adheres to internationally norms as outlined by the Helsinki Declaration. Beyond merely granting initial approval for research projects, we see the potential for the members of these committees to actively engage in discussions with researchers about responsible conduct in collaborations, regardless of whether these are local, national or international.
- **Library's Role in Upholding Academic Values:** The library at HVL plays a crucial role in fostering core research values such as integrity and transparency. It offers courses and supervision to both researchers and students on preserving academic norms in their writing and dissemination efforts. This includes courses on open access, open data, and managing conflicts of interest. In these uncertain times, such initiatives are crucial for safeguarding academic values.

These joint efforts are initiatives that reinforce trust and integrity, ensuring that HVL remains a trusted institution in a constantly changing global landscape. Amid the ever-evolving world, our research advancements continue to address societal challenges alongside our international partners.

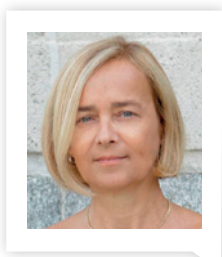
“ We have embarked on the complex task of striking a balance between nurturing international collaborations and preserving academic freedom, while simultaneously implementing risk assessment measures. ”

Conclusion

In navigating the geopolitical landscape HVL faces the delicate task of balancing international collaboration with safeguarding against misuse. Trust, academic freedom, and integrity remain core values, even as political pressures and export control systems raise concerns. HVL remains committed to maintaining its status as a trusted institution by underscoring its values of *inclusion, challenging norms, and collaboration*. International collaboration, in particular, is highly valued as it fosters learning, innovation, and academic impact.

Overall, HVL's values define our identity and culture, and we are committed to upholding them!

33 Redefining values to address global challenges: how universities are shaping a sustainable and inclusive future



by **Donatella Sciuto**, Rector, Politecnico di Milano, Italy

Extreme weather events, geopolitical tensions, refugee crises, resource scarcity, overcrowded cities,

social divisions, loss of biodiversity, erosion of democratic institutions, economic and social inequalities, and distrust in institutions are among the main global challenges we'll face in the coming years. Universities play a crucial role in addressing these challenges, as their role has evolved over time.

From being places to educate and train future professionals only, universities have also become independent political and social actors. Today, they can significantly impact decision-making processes and society by collaborating with national and international institutions and businesses, ensuring equal access to education, promoting responsible and sustainable research, and reducing their environmental impact.

This shift in role has also influenced the values, mission, and vision of universities. While they remain committed to traditional academic values such as **autonomy, academic freedom, and research integrity**, these values alone are insufficient to address current global challenges. These issues require an interdisciplinary and systemic perspective that transcends academia.

In this respect, Politecnico di Milano, as many other leading global universities, has integrated **interdisciplinarity, social responsibility, territorial enhancement, diversity and inclusion, and national and international cooperation** among

its core values. These values are interconnected through the thread of **sustainability** and are both imparted to students and applied in the university's social actions and projects.

Educating students with an **interdisciplinary** approach is a crucial asset for universities that focus on STEM (Science, Technology, Engineering, Mathematics) subjects. It means training future professionals to promote technological innovation while foreseeing its potential social, economic, political, and ethical impacts. Disruptive technologies like Artificial Intelligence will significantly change our lives, and it is up to future scientists and professionals whether in a positive or negative way. Thus, understanding both the technical aspects and possible negative ethical and social implications is crucial.

Providing students with an **international education** is becoming increasingly important in the context of growing globalization. The European Union has addressed this need through the "European Universities alliances" initiative. This program aims to enhance the global competitiveness of higher education institutions in Europe while promoting European values and identity. The goal is to implement a long-term strategy that integrates education, research, and innovation, aligning with the demands of the ongoing digital and green transitions and addressing major global challenges facing today's society.

International cooperation is crucial not only for student education but also in terms of **social responsibility**. As influential players in decision-making, universities have the capacity to address social challenges such as the widening social gap through activities like science diplomacy, broadening access to education, disseminating scientific knowledge, and ensuring equitable transfer of scientific innovation and expertise. In this vein, an increasing number of universities have developed structured social development programs aimed at supporting local, national, and international communities in need.

The urgent challenges we face today transcend geographical borders and require a united approach. Addressing these issues in isolation is not an option, given their complexity and interconnectedness, which demand resources, knowledge, and capabilities that surpass what any single institution or country can provide. Therefore, cooperation is essential not only at the international level but also in fostering **relationships between academia, business, and public institutions**. Sharing

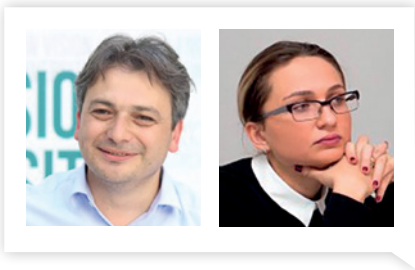
“While the universities remain committed to traditional academic values such as autonomy, academic freedom, and research integrity, these values alone are insufficient to address current global challenges. These issues require an interdisciplinary and systemic perspective that transcends academia.”

knowledge between universities and businesses is key to driving innovation, advancing research and development, bridging the gap between theory and practice, preparing a skilled and forward-thinking workforce, fostering economic growth, and enabling comprehensive solutions to complex societal challenges.

The concept of international cooperation also involves the exchange of diverse ideas, cultures, and perspectives, leading to the promotion of **diversity and inclusion**. This value is vital for universities worldwide from two important perspectives. Ethically, it is essential to ensure that cutting-edge technologies and innovations are accessible to everyone without discrimination. Additionally, diversity fuels innovation: without a new intuition and original ways of thinking the world would have always been same.

Aiming for sustainable and inclusive growth that promotes talents, skills, and ambitions. Making a significant impact on the social and cultural progress. Reinforcing an ethical dimension that is the foundation of our work. This is our commitment. This is the responsibility of universities nowadays.

34 Inspire to Care – Values-Driven Higher Education for Positive Societal Change



by **David Kerselidze**, Co-founder and Member of the Governing Board & **Tinatin Gabrichidze**, Dean of the School of Education, New Vision University, Georgia

Since the Universal Declaration of Human Rights, adopted by the UN General Assembly in 1948, proclaimed that “Everyone has the right to education...”, equalization of opportunities has become the key driving factor in finding the best approaches to education. The same declaration identified the ultimate goal of education: “To contribute to “full development of the human personality”[1], i.e. to support individual in finding “the best own-self”.

Can education, that does not contribute to the development of personality, or that does not imply care or engagement to support the Sustainable Development Goals (SDGs), be considered to be education? Certainly not. Education implies offering equal opportunities for personal development[2]: support acquisition and transfer of knowledge, develop skills

“Can education, that does not contribute to the development of personality, or that does not imply care or engagement to support the Sustainable Development Goals (SDGs), be considered to be education? Certainly not.”

relevant to future jobs and drive change through enhanced values-formation.

The concept of education as a common good was reiterated in UNESCO’s 2021 publication “Reimagining our futures together – a new social contract for education”. It emphasized the necessity of meeting the promise of securing the right to quality education for everyone and “realizing the transformational potential of education as a route for sustainable collective futures”. It also advocated for a “new social contract for education that will help us build peaceful, just and sustainable futures for all” [3], thus urging universities to take appropriate action.

A declaration of values may not be sufficient for meaningful influence, and universities shall serve as the role models and reflect the suggested values. University leadership must convey and exemplify the principles, both through policies, regulations, and strategies, and by implementing them in day-to-day activities. E.g. promoting values, such as equality and inclusion, cannot be real without non-discriminatory and truly equalizing opportunities in education.

University values of equality, equity and diversity, are translated into actions to promote equal access to education to students all over the world. Equalization of opportunities is achieved through personalized education answering students’ needs without stigmatization, i.e. wide range of employed methodologies create diverse opportunities for adapting learning and assessment methods. While doing so, student-centered learning methods put special focus on experiential learning, project-based learning, engagement of students in the real-world and hands-on activities.

University curricula shall cover topics related to global challenges students engage in solving. Transversal skills development includes values formation, and within the general competence courses, promotion of sustainable development goals. Research activities shall lead to creation of new knowledge contributing to the common good and by implementing community-driven research approach, universities cope with the societal needs.

The motto “inspire to care” at New Vision University (NVU) reflects the university’s mission: to inspire individuals to advance and share knowledge, skills and values to contribute to the well-being of society. Teaching, research and all other activities are inseparable from community service and driven by the needs of the community. NVU invests in activities to create positive change for the local and global community engaging in so-called “civic entrepreneurship”.



The university, through its non-profit hospital, medical service providers, and the country's first non-commercial blood bank, aims to transform people's attitudes toward preventive healthcare. The university funds a personalized women's healthcare program to expand access to the check-up procedures for women.

A university-owned insurance and leasing companies promote SME's energy-saving activities, the transition to renewable energy consumption, the installation of solar energy plants and the usage of electronic vehicles. The university legal aid clinic provides free legal services to the general public in order to promote access to justice. University students also engage to educate secondary school children on common values and active citizenship.

To support regional development and a healthy lifestyle, NVU fosters football as a change-driving economic sector, creating an environment that includes everything from children's football academies to leading futsal and football clubs. It also encourages inclusion in sports through the Children's Paraspport Development Association.

University-owned laboratories are looking into ways to make various medical services more affordable, while one of NVU's most recent investments, the oldest jewellery business in Georgia, is aimed at supporting cultural heritage preservation.

These are only a few examples of how research and education linked to economic and social changes in society, even if they are still deemed extra and co-curricular activities, can encourage the formation of common values and motivate communities to positive societal change.

The ways universities transmit the values can vary, however, the role of universities in shaping those values is undisputable. Even as the global landscape for higher education changes, it must lead to a reaffirmation and expansion of the importance of values-driven leadership and value formation in higher education. Values-driven higher education should inspire positive societal change.

35 The Research University: Shaping Values



by **Zegiimaa Choidon**, President & **Agiimaa Tserenchimed**, Vice-President, Graduate University of Mongolia

“Today, the importance of aligning research with societal needs has become a prevailing focus in higher education policy discussions.”

Higher education serves as the conduit for empowering individuals and advancing nations. The generation of knowledge has supplanted capital ownership and labor productivity as the primary driver of growth and prosperity, and research university is the center for generating and transferring this knowledge.

Traditionally, universities held academic values such as the creation, dissemination, and sharing of knowledge. Today, the importance of aligning research with societal needs has become a prevailing focus in higher education policy discussions. Research universities play pivotal roles in global knowledge exchange and networks, garnering international recognition for enhancing quality of life and driving social progress.

International human rights law, UNESCO instruments, and related civil society statements have identified five collective core university values: equitable access, accountability, institutional autonomy, academic freedom, and social responsibility. Added to these, research universities represent several characteristics which collectively define the overall value proposition of research universities. They include the research staff, students, interdisciplinary research, internationalization, autonomy and flexibility in all its aspects.

First, a collaborative environment of experienced and skilled faculty members and talented, enthusiastic students is the key to success and quality of research university. A research university attracts the best students and the most talented professors and researchers. In addition, it conducts high-end research in collaboration with internationally distinguished scholars from around the world.

Second, the research university promotes interdisciplinary research across various fields, aiming to meet national development needs and advance the sciences. It strategically integrates diverse resources, reorganizes research structures, and fosters an interdisciplinary academic environment which enables modern innovative research.

Third, for a research university, effective internationalization strategies are crucial. The university focuses on enhancing its governance through several key initiatives, like introducing advanced concepts and ideas from abroad, leveraging the expertise of highly talented individuals with international backgrounds, attracting international experts and doctoral graduates from prestigious global universities, promoting active engagement of faculty in international academic organizations and collaborations, expanding international education opportunities for students and strengthening international

collaboration and exchange programs to broaden students' perspectives. Additionally, the university collaborates closely with the government, other universities, research organizations, and industries to integrate diverse public resources, meeting the demands for socioeconomic development.

Fourth, innovation, flexibility and well-defined autonomous governance shape another value of research university. Effective governance structures, fostering leadership, strategic vision, innovation, and flexibility, empower institutions to navigate decision-making and resource management efficiently, free from bureaucratic constraints.

The dynamic interaction among these four sets of features stands out as the distinguishing characteristic of high-ranking research universities.

Middle-income and developing countries, alongside certain industrial nations, face a significant challenge in establishing and maintaining successful research universities: identifying effective mechanisms that enable these institutions to participate equitably in the global knowledge network alongside top-tier academic establishments.

The history of the establishment of Graduate University of Mongolia (GUM) is a result of the national policy of the Mongolian government for the development of higher education.

As in other countries, Mongolia's government has been seeking different ways to develop and reform higher education. An example of this policy was the privatization of public universities.

In 2006, University of the Humanities pivoted from being a public to a private university, as a result of a new management privatization policy. As the first in Mongolia, in 2004, a graduate school was founded which offered only master's and Ph.D programs. The Graduate University of Mongolia was established in June 2016 by disassociating the Graduate School from the University of the Humanities in accordance with the A/240 order of the Minister of Education, Culture and Science of Mongolia.

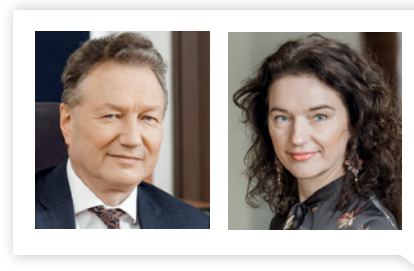
Graduate University of Mongolia is the first and only research university in the country and one of the few graduate research universities in the world. As the only research university in the country, GUM plays a crucial role in educating academics, policymakers, and professionals from both public and private sectors, supporting their engagement in global and regional higher education development.

The research university in Mongolia shapes its values in alignment with educational philosophy, global trends and challenges, national policy and strategic planning. GUM is distinguished by several key attributes from other universities in the country that collectively shape above mentioned research university academic values.

In summary, all four attributes have been integrated into all aspects of GUM's development, including engagement in cutting-edge research in partnership with globally renowned scholars, activities and programs in professors' and students' capacity building, discipline development, teaching and research resources, governance and management.

Under effective leadership and visionary guidance, research universities can significantly enhance the quality of their teaching and research. Alternatively, when talent, resources, and governance are properly aligned from the outset, these universities can evolve into high-caliber research institutions within a span of two to three decades. Nevertheless, research universities encounter unique challenges. They must innovate sufficiently to attract top academics and exceptional students, establishing themselves as compelling alternatives to existing institutions.

36 The Role of the University Alliance in Promoting Sustainability Values



by **Artūras Razbadauskas**, Rector and **Rita Vaičekauskaitė**, Dean of Health Science Faculty, Klaipeda University, Lithuania

Over the past decades, universities have undergone major transformations that signify the birth of postmodern and transmodern universities. Transmodernity encompasses a set of values with emphasis on sustainability. Sustainability incorporates resource efficiency, social inclusiveness and diversity, reduced unemployment and poverty, mitigation of climate change, etc. Therefore, sustainability-transitions "may require radical, systemic shifts in deeply held values and beliefs, patterns of social behavior, and multi-level governance and management regimes". [1] In this regard, we need to develop interdisciplinary knowledge and complex understanding. Universities have the greatest potential for leadership in developing sustainability that integrates environmental and social dimensions into complex analysis, which may inform decision-makers in policy and business. In recent decades, many universities have declared commitment to the principles of sustainability as defined by UN Agenda 2030 and its Sustainability Development Goals (SDGs). Furthermore, universities have rich potential to deal with soft sustainability, i.e. recognizing the importance of social processes, that go



“Values are critical structures to establish human beliefs, principles, desirable goals, motivations, actions, and behaviors. The positive point is that the university holds a plurality of values and ethical regimes.”

beyond technology, considering the social dimension and the involvement of various agents.

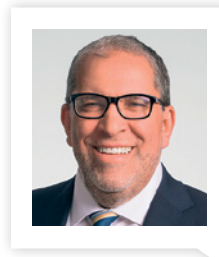
Values play a central role in building sustainability not only on a personal but also on policy levels. “Policy, and particularly sustainability policy, is value driven”. [2] Values are critical structures to establish human beliefs, principles, desirable goals, motivations, actions, and behaviors. The positive point is that the university holds a plurality of values and ethical regimes. However, the value-attitude-behavior model tells us that the relationship between values and behavior is not necessarily direct. Therefore, in the journey towards sustainability universities need to develop a new set of values and behaviours: in short, an ‘organizational culture for sustainability’. [3] The basic need for organizational culture can be explained with some research insights saying that ‘most barriers to university partnerships for urban sustainability are human rather than technical’. [4]

Becoming sustainable universities means integrating the values of sustainable development into a re-designed curriculum and all aspects of learning. Moreover, universities can take many different actions such as greening campuses, building local, regional, and international networks to influence enduring behaviour and thinking about the best ways to tackle sustainability issues. However, many experts note that networking and cooperation are essential pillars in sustainability development: “Cooperation, alliances or partnerships are vital for sustainable development, since they bring several stakeholders together to decide on the necessary conditions for creating a new product or service, in order to meet the criteria of sustainability”. [5]

In 2019 the European Commission announced the first 17 European Universities’ cross-border strategic partnership alliances involving 114 higher education institutions from 24 EU member states who started to work for creating sustainable cities and societies. It raises new questions about the governance and management of the HEIs, it creates the need to reconcile the different national practices which will serve for inclusive and sustainable growth of new-generation universities. CONEXUS (European University for Smart Urban Coastal Sustainability) is an integrated transnational higher education and research institution covering smart urban sustainable coastal development from a holistic perspective. CONEXUS is the only alliance that brings together 9 universities and 18 stakeholders that are located alongside a seacoast. When we talk about coastal areas, we mean a significant proportion of the world’s population with population densities about 20

percent higher than non-coastal countries. Coastal areas are in great need of sustainability initiatives because of growing human activity impact causing pollution, climate change risks, and other issues. CONEXUS will contribute to sustainable development as academics and students will work closely with companies, and municipal authorities, to find solutions to the challenges regions on the seacoast are facing. CONEXUS responds to the challenge of environmental transition energy, and digital transformation of sustainable development in smart urban coastal areas.

37 Universities play a crucial role in shaping societal values – and students are the lynchpin



by **Mohamed Lachemi**, President and Vice-Chancellor of Toronto Metropolitan University, Canada

As organizations attempt to navigate unprecedented global challenges and societal shifts, universities are increasingly caught between upholding their foundational principles and responding to criticism from multiple constituencies including governments, donors, and internal community members.

While these pressures can seem intense at times, historically they are not new. Institutions of higher learning have been at the heart of important debates about global conflicts, freedom of expression, equity, diversity and inclusion, and well-being, for centuries.

Across the higher education sector, foundational principles and ideals have endured the test of time: autonomy, academic freedom, freedom of expression, and research integrity, to name a few. At times like these when challenges to academic freedoms intensify, I believe the key to successfully navigating these challenges and ensuring a strong future is by remaining wholly committed to institutional values.

We must provide spaces for open dialogue and respectful inquiry. In the defined rights of academic freedom according to UNESCO, professors and instructors have “the right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies.” [1]

At Toronto Metropolitan University (TMU) our values have long defined who we are and will always guide where we are going. They are the basis upon which we have built our uniquely

vibrant, diverse and inclusive culture. Each value is important in its own right; together, they ensure that TMU will continue to break down barriers, build alliances and challenge the status quo. This is all the more important as undergraduate students come to our institutions at some of their most formative years of adulthood – often from afar and from very different cultures. They are not just seeking credentials; they are increasingly seeking universities that reflect their core values and that will help prepare them for the next stages of their lives.

I can think of no better example of this than our own students – who played a pivotal role in challenging us to confront this legacy of our university’s former namesake. In November 2020, I struck the Standing Strong Task Force, to understand Egerton Ryerson’s life and legacy, and the role of commemoration in our community. This comprehensive process of inquiry and collaboration produced 22 wide-ranging recommendations, including changing the name of the university from Ryerson University to Toronto Metropolitan University. A change that happened because of our commitment to our core values and our commitment to challenging the status quo. I believe the higher education student experience is all the richer for these values.

These values not only inform our decisions but also shape our strategic initiatives and partnerships. Over the years, TMU has been building on-campus spaces and outlets to foster deep inquiry and freedom of expression. The Digital Media Zone (DMZ), our world-renowned incubation space, was the result of student advocacy – they wanted a platform for collaboration and innovation, and it has evolved from a small space for start-ups into a world-class incubator. In 2015, we launched The Centre for Free Expression, a non-partisan platform focused on freedom of expression, with active working groups on academic and intellectual freedom. In 2023, we launched The Dais, a public policy and leadership institute to develop the people and ideas needed for a more inclusive and innovative economy, education system and democracy for Canada. Through our commitment to the [UN Sustainable Development Goals](#) in our research and teaching, as well as campus activities, TMU is driving positive social change like hunger reduction, increased well-being and greater equality.

Conversely, we are unfortunately witnessing the impacts of ignoring these values and quelling curiosity: scepticism increases everywhere and social trust wanes. For universities looking to nurture future leaders, championing academic freedom and free expression is essential to building or rebuilding this social trust.

“Undergraduate students [...] are not just seeking credentials; they are increasingly seeking universities that reflect their core values and that will help prepare them for the next stages of their lives.”

The future of higher education will be shaped by how universities remain true to their values in the face of technological innovation and global interconnectedness. Universities around the world may differ in cultural contexts and institutional missions, but they share a collective responsibility to uphold values that promote social trust, justice and sustainability. Attracting and helping to foster the leaders of the future will depend on a university’s ability to nurture critical thinking, foster inclusivity and embrace change. As we reflect on the evolving role of universities, it is imperative that we continue to listen to the voices of our students, empower them to lead and uphold the values that define our collective humanity. Together, universities and their communities can forge a path toward a future where knowledge is a catalyst for positive change and where values serve as guiding principles for generations to come.

38 A Profound Re-shaping of Values: the Russian Invasion’s Impact on the Ukrainian HEIs’ Values System



by *Vasyl Karpusha, Rector & Tetyana Mayboroda, Deputy Head for International Affairs, Sumy State University, Ukraine*

Ukrainian HEIs have been experiencing complex and highly challenging times during the last two and half years since the Russian invasion of Ukraine. Apart from the difficulties they have been facing in maintaining their activities and ensuring financial stability, Ukrainian universities have faced the most vital challenge to their resilience, future development, and existence yet: a revision of their values. The Russian invasion has brought Ukrainian institutions closer to an alignment with academic values that are typically adhered to among our European neighbours. Moreover, they have realized how deeply steeped in the Soviet tradition some Ukrainian universities had remained. Approaching closer ties with European educational, scientific, and research pathways prompts Ukrainian universities to review their value system and to focus more on the quality and relevance of education under current conditions, academic integrity, transparency, open science, anticorruption, inclusivity, gender equality, civic engagement, and responsibility. By re-shaping the Ukrainian HE value system, it is worth highlighting the following core transformations.

Complete deprivation from post-Soviet HE system approaches

Institutional autonomy and academic freedom were new dimensions for Ukrainian HEIs as they began to integrate them into their HE values system around 2010. Nevertheless, it will take more time before these values are fully anchored within the Ukrainian system. On the one hand, we can see the Ukrainian (and other post-Soviet countries) HEIs' inherent non-readiness for such value integration; on the other hand, the national authorities still hang on to regulatory norms that maintain a centralized approach.

Another relevant example of how we must transition from the former Soviet value-system is to incentivise professional mobility: from a traditional whole-professional-career-in-one-institution-approach to one that valorises more agility and movement in line with globalization trends and internationalization of HE. Ukrainian and international stakeholders should consciously develop their institutional' HR and employment values system accordingly.

Deeper integration with EU and European Higher Education Area

In view of Ukraine's drive for membership in the European Union, academic integrity has been identified as the single most important value for the Ukrainian higher education system in order to enable better integration with the European Higher Education Area. And yet, it has been only ten years since Ukrainian HEIs were first confronted academic integrity. Nowadays, this value continues to be a stormy and relevant topic, not least through the unprecedented decisions to revoke a number of Ph.Ds. and doctoral scientific degrees in 2023, which had been awarded several years prior. To some extent these actions were based on the non-acceptance of academic dishonesty in parts of the academic community and tied to social indignation, which was followed by legislative changes that foresaw voluntary renunciation of academic degrees in 2023. This renunciation movement in Ukraine was referred to as: "a cleansing of the stagnant scientific degree-awarding system." In consequence, this has drawn the attention of the whole educational and scientific community to the importance of strictly adhering to academic integrity standards to ensure quality of research, its implementation, and correct citation of authors.

Civic engagement and responsibility

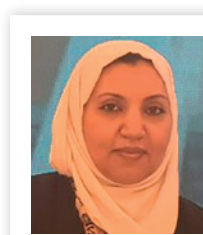
Civic responsibility of HE has become an important value especially given the current challenges of our community. As a whole, HEIs must evolve their understanding of their place in society towards being autonomous and independent entities with a special role to play in the communities they operate in. Moreover, depending on their location, there is a vast difference in the HEIs' understanding of their civic roles: HEIs belonging to smaller communities are more interdependent than those in the metropolises or large communities. After all, such interaction might not be as significant and noticeable at the local level.

“ Apart from the difficulties they have been facing in maintaining their activities and ensuring financial stability, Ukrainian universities have faced the most vital challenge to their resilience, future development, and existence yet: a revision of their values. ”

It is crucial to mention the Sustainable Development Goals, which were outside of the focus of HEIs' activities as an independent value. They have become an integral part of planning and analysis of HEI activities and central to the implementation of joint projects with local communities. We witness the same tendencies with regard to lifelong learning in the community, which became ever more important in the wake of the Russian invasion of Ukraine. The Ukrainian HEIs bear the role of civic educators and embody a support system. In response to the challenges of the times and the population's needs, they identify and provide professionals and coaches from among their academic staff who then provide trainings and workshops on a vast range of topics: first aid, psychological assistance, rehabilitation of veterans, gender and equality, history and national identity.

The Russian invasion has brought forward an unprecedented re-shaping of university values in the Ukrainian HE system. This transformation and revision of values is part of a process of nation-building and recurs on Ukraine's vital educational, scientific, social, diplomatic, and cultural role as the main stakeholder, both at the local and world level.

39 Values as Key Drivers of Transformative Learning in Higher Education Institutions



by *Hiyam Abdulrahim*, Assistant Professor, College of Business Administration, Princess Nourah bint Abdulrahman University, Saudi Arabia

Values refer to the fundamental beliefs or principles that guide our attitudes and actions. They serve as a guiding force in our lives, shaping our decision-making processes, behaviors, attitudes, choices, and our conceptions of fairness and justice. Our families, cultures, society, religion, personal experiences, and the educational system all contribute to the development of our values. Universities as higher education institutions play a pivotal role in shaping societies through their outcomes, particularly graduates. They must train students to face the world with attitudes and values, develop strong personalities with significant values in society, and contribute to enhancing the quality of education. The

university must keep its educational process up to date with the rapid developments in society and the labor market. Graduates who make up a nation’s human capital and work force both now and in the future are thought to possess the values needed for positions in the labor market. Work ethics, adaptability, initiative, resilience, ethical behavior, and continuous learning are some of the main values of university graduates highly required in the labor market. Cultural competence, global perspective, and entrepreneurial mindset are additional values that significantly enhance graduates’ employability and career growth potential. Therefore, graduates need to have the necessary values to be competitive. Examples of university values are growth, awareness, pioneering, agility, these incorporate values such as continuous learning, innovation, belonging, sympathy, initiative, excellence, flexibility, and responsiveness. The university must update its values frequently and thus transform its educational system to remain relevant and effective in preparing students for the evolving labor market.

Transformative learning refers to the process of transitioning from traditional teaching methods to modern ones in education and learning. It is an educational theory that focuses on deep, often personal changes in learners’ perspectives and ways of thinking. It goes beyond acquiring new information or skills and involves a profound shift in understanding, beliefs, and values. Transformative learning is defined as an orientation where the way learners interpret and reinterpret their sense experience is central to making meaning and hence to learning. It is the idea that learners who are getting new information are also evaluating their past ideas, understanding, and shifting their very worldview as they obtain new information and through critical reflection. It goes beyond simply acquiring knowledge and dives into the way that learners find meaning in their lives and understanding.

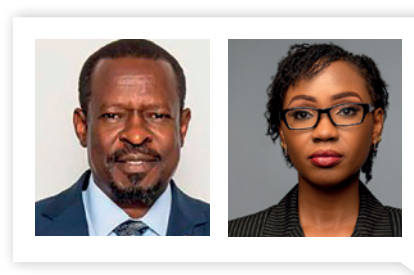
Reshaping the education and learning process to incorporate sustainable development goals is an empirical example of learning transformation. For this, UNESCO introduced a framework: Education for Sustainable Development (ESD). Guiding students toward recognizing their role and influence in shaping a sustainable future necessitates the cultivation of self-awareness and negotiation skills that will enable them to navigate conflicts of interest and uncertainty. This framework consists of four levels: learning to know, learning to do, learning to live, and learning to be. The first three types relate to acquiring knowledge and skills, while learning to be, addresses values. It focuses on enhancing personal attributes and developing the capacity to act with increased autonomy, judgment, and personal responsibility in the context of sustainable development. Another example of transformative learning is the UN Global Compact initiative for business and management schools “Principles for

Responsible Management Education” (PRME). It aims to transform management education and develop tomorrow’s responsible decision-makers to advance sustainable development. Values are one of the six principles of the initiative, to prove that the signatory university practices fulfil the PRME criteria.

In this context, the role of the university is to reshape and transform its educational and learning systems to cope with local and global developments. Significant modifications in curriculum, teaching strategies, assessment methods, and the general learning environment are necessary to transform education and learning. The strategic plan of a university is usually based on its vision, mission, and values. Therefore, the Program learning outcomes (PLOs) must be aligned with the university’s values. However, PLOs are divided into three domains: knowledge, skills, and values. With the recent advancements in technology and digital technologies such as AI, knowledge has become readily available and accessible to all students worldwide. Conversely, students can acquire skills through various methods and programs tailored to their specialization and major of study. Unlike the previous two domains, students struggle to acquire the third domain, values, through individual channels. It requires a well-structured curriculum, an oriented learning environment, and enablers to equip students with the values.

In conclusion, we can state that the contribution of HEI students and graduates to the advancement of their societies and the representation of their values in the workplace serves as a measure of success.

40 Higher Educational Institutions Role in Shaping Values Amidst Contemporary Social and Development Challenges



by *Isaiah I. C. Wakindiki*, Vice-Chancellor and *Caroline Ntara*, Lecturer in International Business and Public Policy, KCA University, Kenya

“Work ethics, adaptability, initiative, resilience, ethical behavior, and continuous learning are some of the main values of university graduates highly required in the labor market.”

Introduction

Across Africa, there is growing concern about the role of higher education institutions (HEIs) in shaping young people’s values, in addition to their traditional role of providing knowledge and skills. With 70% of Africa’s population falling

under the age of 30, there is no doubt that more work is needed to ensure that our values are geared toward improving the continent's future. To achieve sustainable development, we submit that HEIs must emphasize the values of social responsibility, community service, and shared governance. However, these values are threatened by pressing challenges such as poverty, corruption, unemployment, poor leadership and climate change. Moreover, external forces increasingly influence these values, making it difficult to deal with challenges. Consistent with this thinking, we must answer three important questions. Why are these values critical? How are these values influenced? How can HEIs in Africa influence values for the continent's development?

Why are these values critical?

We believe that social responsibility, community service and shared governance are the three most significant values that can propel Africa forward. Firstly, by promoting social responsibility, HEIs capacitate youth to actively participate in social and economic development through agency and citizenry, ethical approach to issues, environmental sustainability and research-informed solutions. Through collaborative efforts, social responsibility can be an avenue to overcome Africa's mounting challenges.

Secondly, community service teaches young people empathy, leadership, teamwork, and civic responsibility while expanding their worldview. It further influences curriculum changes in line with the development needs of the local community. Thirdly, shared governance promotes accountability and ensures that decisions related to program review, research directions, academic standards and curriculum development are made collectively by the university leadership, students, administrators, and faculty members. Shared governance prevents commercialisation pressures from overshadowing the educational interests of HEIs.

We see a direct linkage between these values and the traditional African values of hospitality, truth, unity, respect, a sense of communality, hard work, good character, and the sanctity of life.

How are these values influenced?

We are witnessing a changing youth population whose perspective of the continent is shaped by external values actively promoted through the internet and social media. While we celebrated the advent of technology and globalisation in enhancing virtual education, we did not foresee the impact the internet and social media would have in shaping the values of African youth. Although there is a wealth of valuable content online, African youth frequently encounter negative portrayals of their continent. Much of the information readily available about Africa focuses on war, poverty, disease, corruption, and inequality. Meanwhile, the internet and social media often present an idealized image of a "better life elsewhere", which can shape young people's lifestyle decisions, habits, choices,

“If the values of social responsibility, community service and shared governance had been inculcated more distinctly within Africa's education systems, young people would have had little desire to seek opportunities elsewhere.”

worldviews, self-perceptions, actions, and beliefs. These sentiments are echoed by the words of the Nigerian author and theologian, Lazarus Ejike Onuh, who said:

"The ubiquity of social media in Africa is leading to an insidious displacement of African cultures and values. A gamut of indicators suggests that social media is not only changing the daily habits of African users, but it is on the verge of redefining the very identity of the African" [1]

More concerning is the growing trend among African youth to view leaving the continent as a necessary step to success. In the search for "greener pastures"- we have seen young people taking dangerous journeys across the sea – in essence, "running away from Africa".

We contend that if the values of social responsibility, community service and shared governance had been inculcated more distinctly within Africa's education systems, young people would have had little desire to seek opportunities elsewhere. Rather, they would be inured to become agents of change, actively engaged in addressing challenges and seizing opportunities within their local environments. Nonetheless, it is not too late for Africa's HEIs to lead efforts toward reshaping the values of African youth to prepare them for the desired future of the continent.

How can HEIs influence values for Africa's development?

Academic leadership in HEIs must be deliberate in shaping values that benefit Africa's future, amidst the competing priorities of survival, sustainability, and the pursuit of quality education. We propose the following actionable points:

i. Look beyond academic excellence

From a development perspective, our focus on academic excellence produces high grades at the expense of social responsibility, community service, and shared governance casting a shadow on the desire to shape values in HEIs.

ii. Actively participate in social transformation

HEIs must teach the youth to indulge in new ideas, knowledge and thoughts without changing their values and perspectives.

iii. Adapt curricula to local contexts

Culturally appropriate curricula, combined with culturally receptive teaching methods, can assist HEIs in instilling important values.

iv. Foster a research culture

Development and research in Africa are inseparable. Inadequate contextually relevant research in HEIs is hindering development.

v. Encourage personal social responsibility

HEIs in Africa must encourage agency and individual responsibility toward the community, the family, and the environment.

In conclusion, the value systems of African youth need to be reoriented so that they can play a pivotal role in shaping Africa's future direction, particularly in effectively addressing current social and development challenges.

41 New Era and New Values for Universities in the 21st Century



by **Maria Amata Garito**, Rector of *UNINETTUNO International Telematic University, Italy*

The university of the 21st century faces complex challenges arising

from the need to respond to the demands of a globalized and interconnected knowledge society. Digital technologies, artificial intelligence and the global marketplace of the Internet have introduced new models of knowledge storage and communication that are bringing radical changes to teaching and learning processes. Moreover, they are altering the traditional values of the university, introducing new educational paradigms and new models of knowledge communication.

For centuries universities have provided adequate answers to the educational needs of mankind, and now, more than ever before, they must find a new role and function in the globalized and interconnected, yet deeply divided, world.

It is from universities that an education model for global citizenship must arise. And when we speak of universities, we mean those of the South and North, West and East. Since their inception, universities have always played an important role in the cultural relations between countries. If one looks at the manuscripts that were studied in ancient times, one is struck by how knowledge and learning were transmitted globally: texts were translated from Greek to Arabic, from Arabic to Latin, students and professors moved from one city to another to attend different universities, always with the aim of processing and disseminating knowledge and learning.

Universities can be instruments of peace, a melting pot of international identities and creators of the most creative chapters in human history. Today more than ever, in the turmoil of the contemporary world, they must play a decisive role in generating progress, addressing major challenges, and creating skills, so that

citizens can acquire expertise, values and aptitudes, that foster a more sustainable and inclusive world. They can offer young people the cultural tools to know, interpret, and act consciously in an increasingly interdependent world – where the choices of everyone have worldwide repercussions and where it is important to strengthen the social responsibility of individuals.

Global challenges require an equally global response.

Regardless of race, religion, social position, all people share common aspirations, such as living in peace and security, learning and working a decent job, loving our families, our communities and our religions.

Becoming global citizens must be the commitment of the 21st century citizens; they must know how to interact and cooperate in the global marketplace of the Internet and master AI systems. For this to happen, the organizational, psycho-pedagogical and knowledge communication models of educational institutions must change profoundly, if citizens are to successfully navigate this globalized and interconnected world.

Curricula must contain knowledge relating to different countries, cultures and languages. They must equip individuals with the tools to respect cultural, religious and political differences, to use new technologies and languages, and to combine professional and cultural skills, enabling them to thrive in a diverse and interconnected world.

The mission of the university has always been the enrichment and development of mankind and now, regardless of nationality, ethnicity, colour, or gender, Internet and AI technology can ensure the democratisation of access to knowledge. Today, everyone can access knowledge and participate in the formation of the global citizen, but in order for this to happen, universities are forced to review their organizational model, their teaching model, the way they carry out research, the role and functions of lecturers and students, the physical structure, including lecture halls, research laboratories, and common spaces, which will no longer have to be only physical, but also virtual.

To create the infrastructure of 21st century higher education, it is necessary to add to the physical buildings of the universities a technological infrastructure, that easily enables the development of a new pedagogical model of knowledge production and delivery. In this context, the creation of new international alliances to form a global network of public and

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private universities that bring together resources, equipment, curricula, and the internal mobility of teachers and students will become increasingly important.

A network of universities can be concretely realised through consortia between traditional and distance universities from different parts of the world. It will be these alliances forged for knowledge that will have to cooperate to jointly create online learning environments to give life to the new university model that democratises access to knowledge and concretely enables the development of an 'intra muros' and 'extra muros' educational and training space. The new spaces of access to knowledge can be anywhere, on personal computers, smartphones or tablets. Anyone can access knowledge without limits of space and time.

With this new university model, the dialogue between cultures is no longer utopia. Through both physical and virtual spaces, it enables alliances for building common knowledge and understanding among universities worldwide. Together, teachers and students can create new knowledge and, through scientific collaboration, develop a network of skills and knowledge. This network is based not on the imposition of any single cultural model, but on the comparison and integration of diverse cultures, ideas and values.

These collaborations between countries and cultures make it possible to create new balances between unity and diversity: the unity of values and traditions handed down to us by memory and the diversity of cultures and languages. At the same time, they make it possible to create, in a virtual way, new models of universities where skills for development are formed and the foundations are laid for building a new future for a globalized and interconnected humanity.

42 Value-Based University System



by **Dammika Kumara**, Vice Chancellor,
General Sir John Kotelawala Defence
University, Sri Lanka

In this modern era where social well-being and economic development are mainly based on education, higher education is considered as one of the main contributors to national development.

As a developing nation, higher education is considered as a vital requisite in Sri Lanka, because it enhances and develops much-needed knowledge, skills, habits, values, and attitudes of people. Universities are not just centers of learning; they are crucibles where future leaders, thinkers, and innovators are molded. Hence, placing greater emphasis on incorporating value-based education in universities is vital since it develops ethical values, social responsibilities, and personal integrity,

“Universities are not just centers of learning; they are crucibles where future leaders, thinkers, and innovators are molded. Hence, placing greater emphasis on incorporating value-based education in universities is vital since it develops ethical values, social responsibilities, and personal integrity, equipping students not just with intellectual capabilities but with a moral compass to navigate the complexities of the modern world.”

equipping students not just with intellectual capabilities but with a moral compass to navigate the complexities of the modern world. Therefore, it is important to increase the usefulness of students for societal development and train them to achieve much-needed national progress.

Furthermore, a value-based university system is considered essential in contemporary society because our lives have become more complex, competitive, and self-centered. Even though the avenues and opportunities for higher education have increased, the quality has become questionable. Even among individuals with higher education degrees, corruption, unlawful activities, and own self-interests are widespread and common. Hence, the aim of higher education should not only be to equip every individual with the necessary knowledge and skills, but also to inculcate values and attitudes to produce capable, intelligent leaders with high morality.

The term 'value' is simply defined as 'enduring beliefs; the belief that a specific mode of behaviour and state of existence is preferred over others or a belief upon which a person acts by preference'. [1]

In the present context, values and attitudes towards the nation or society have undergone a significant transformation mainly due to the promotion of individualism with the involvement of the information revolution. Due to this collaboration, established value systems are under siege, weakening family ties, and challenging national identity. The evasion of religion has disturbed the transmission of moral values, leading to a change in unique socio-cultural aspects of our lives.

However, value-based education is considered as a priority in the higher education institutions while providing the following benefits to the entire education system:

1. Improved performance through enhanced quality of the teaching-learning process;
2. Increased voluntary attentiveness to education and enhanced capacity for independent work;
3. Greater responsibility and increased cooperation in the execution of studies;



4. Fostering of strong characters with values by understanding human behaviour;
5. Development of more robust interpersonal and self-regulated behaviour among students;
6. Promotion of responsibility and sensibility in students as citizens;
7. Leading to the development of conducive characters and successful lives as individuals;

Despite its importance, several challenges are encountered while implementing value-based education in universities:

1. **Resistance to Change:** Traditional education systems focused on academic accomplishment may hinder the integration of value-based components;
2. **Resource Constraints:** Developing and maintaining programmes that support value-based education can be resource-intensive;
3. **Measuring Impact:** Assessing the impact of value-based education can be challenging, as it involves qualitative outcomes.

In this regard, as an institution that integrates core values into its educational framework to align with its vision and mission, KDU is an outstanding example for illustrating the significance of a value-based university education. The prosperity of any organization depends significantly on having well-defined core values and KDU is no exception. The university has established five core values:

1. **Willing Obedience:** At KDU, willing obedience is seen as a cornerstone of discipline and respect. Students and staff adhere to rules and guidelines with shared understanding of their importance in maintaining order and excellence.
2. **Loyal Cooperation:** Loyalty and teamwork are integral to KDU's ethos. The university promotes a collaborative environment where students and staff work together harmoniously to achieve common goals and foster a sense of community.
3. **Mutual Respect:** Respect for oneself and others is a fundamental value at KDU. The institution emphasizes appreciating diversity, understanding different perspectives, and maintaining an environment of inclusivity and equality.
4. **Professionalism:** KDU strives to inculcate a high standard of professionalism in its students and staff. This involves not only academic and intellectual rigour but also ethical behaviour, accountability, and a commitment to continuous improvement and excellence.
5. **Punctuality:** Highlighting the importance of time management, KDU strongly emphasizes punctuality. This value

is crucial for the smooth operation of all university activities preparing students for the demands of the professional world.

Additionally, KDU has implemented a comprehensive code of conduct to ensure that these values are consistently upheld, guiding students and staff in their academic and professional endeavours.

Furthermore, the integration of core values and a robust code of conduct at KDU creates a supportive and dynamic educational environment. KDU not only prepares students for academic success but also equips them with the ethical foundation necessary for their future careers and personal lives. This comprehensive approach ensures that KDU graduates aren't only knowledgeable and skilled but also principled and conscientious citizens, ready to make positive contributions to society.

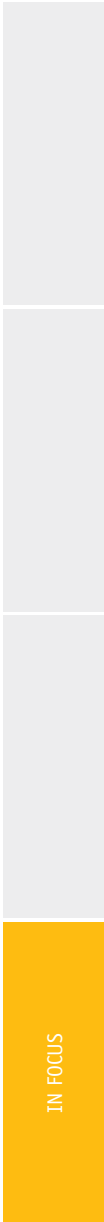
In conclusion, value-based university education is essential in developing well-rounded individuals who aren't only intellectually competent but also ethically grounded and socially responsible. As universities strive to adapt to the changing needs of society, incorporating values into the educational framework becomes increasingly crucial. Fostering ethical development, social responsibility, and personal integrity, universities can produce graduates who are prepared to make meaningful contributions to the world, ultimately leading to a more just, compassionate, and sustainable future.

43 University Values Revisited in the United Arab Emirates: repositioning Higher Colleges of Technology



by *Rachel Bentley*, Executive Dean Applied Media, and *Luc Verburgh*, Chief Academic Officer, Higher Colleges of Technology, United Arab Emirates

Over the last hundred years, we have seen a fundamental change taking place at (research-oriented) universities. Originally, institutions were relatively small, focused on research and accessible to the (happy) few only. Knowledge was being created and transferred in a preceptorship model due to the limited number of students. Universities were elite places for elite students who could afford to spend time, to reflect



“Governments are expressing concern with the costs of providing higher education, accumulated student debt, the quality of research universities, and the employability of future graduates.”

rather than practice. The very traditional model consisted of closed communities, creating the next generation of leadership and professionals.

In late 20th century, however, many countries opened their universities to students who would traditionally not go to university: This was part of a general movement towards democratizing access to higher education. It resulted in a substantial increase of student places as well as the need to offer more, and more diverse educational programs. Some of these programs were more practical than theoretical and aimed at serving both the needs of the new generation of students (who still had to work for their money after graduation) and meet the needs of the labour market to allow for easy transfer from university to employment.

Recently, this remarkable increase in student numbers and graduates in the past three decades has been met with criticism. The almost mandatory requirement to offer additional master's courses and double degrees has extended the duration of study patterns considerably. Cynics may argue that this increased need for revenue increased the course offerings and was thinly disguised under the pretext of broader access. Inextricably linked to the need to generate revenue for research, did traditional university values conflict with the need to offer more courses to fund research? It may be argued by cynics that this has resulted in an oversupply of highly qualified and educated graduates who face increasingly competitive job markets, high(er) unemployment rates, and high student loan debts.

Moreover, the solution to increase the number of students to co-fund research activities may have created an additional challenge for traditional research universities. Not only did this increase result in increased (teaching) workload for research-oriented faculty (reducing their research productivity), but it also altered the position and arguably the purpose of modern universities. In many cases, universities which were originally focused on research have converted to teaching institutions to protect their research activities, which has caused confusion both for students and in the labour market.

Consequently, we have occasionally seen the labour market responding negatively to the large number of classically educated university graduates entering the labour market. The industry is increasingly seeking reflective **practitioners** rather than reflective theoreticians, and values applied research as being separated from fundamental research. Furthermore, governments are expressing concern with the costs of providing higher education, accumulated student debt, the

quality of research universities, and the employability of future graduates.

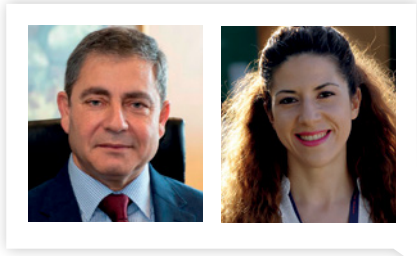
As a result, universities and higher education institutions are being called to address the **values and aspirations of students** who seek meaningful employment and seamless integration into the workforce. An institutional response to national skills audits is necessary to maintain the supply and demand labour market balance. Graduates' transition into the workplace has not necessarily been facilitated by a career trajectory based solely on a vague "promise of employment".

Consequently, Higher Colleges of Technology (HCT) has moved into the space of applied education and applied research to provide a clear perspective for all its partners, including students, industry, government, and faculty. An important aspect of its value as a university in the UAE is its commitment to achieving **impact**. Competency-based and apprenticeship-based education fuelled by applied research conducted in conjunction with industry partners is creating a significant impact. Opening doors to all partners for collaboration in both education and research will result in a dramatic increase in graduate employment rates and support industry partners to become (even) more competitive. It is time to revisit university values, focusing not on fundamental research and knowledge development, but on the value of impact. This impact is felt by individuals, industry, and society.

While many other institutions have attempted to address this through work-integrated learning, service learning, internships, and work placements, the unique and progressive newly launched HCT apprenticeship program achieves this on a national level across all faculty disciplines. By integrating the apprenticeship year into the undergraduate bachelor's degree in a new model of government, industry, and institutional partnership. As part of this model, the Ministry of Human Resource and Employment helps facilitate access to enterprises as host organizations, which is expected to result in 9000+ placements in 2025, ramping up to over 12500 placements in 2028.

Returning to our opening discussion of values, the creation of a new graduate labour market can only be facilitated and supported if the often-cited platitudes about an institution's ambitions are aligned with the shared values of national institutions, government, and students. The attainment of an educational degree is an essential component of a successful job search and career advancement. It is equally important to prepare for a career in which the market's needs, in terms of skills and competencies, are addressed and supported during the educational learning process. As a result, there is an institutional responsibility to ensure that career pathways are designed in accordance with market needs, thereby integrating both the institution's core values and students' needs of fairness and equity.

44 The role of (Young) Universities in today's tremulous world



by **Tasos Christofides**, Rector & **Marina Frangeskidou**, Head of the Rector's Office, University of Cyprus, Cyprus

Established in 1989, the University of Cyprus had a pivotal role to play in a society lacking academic culture. As the country's first public university, the University of Cyprus needed to educate the future workforce and act as a catalyst of change pushing society to grow and evolve for the better.

In today's era, when even the truth is often questioned, and every statement should be scrutinized through fact checking, public universities have the great obligation to safeguard the public interest and educate not only students but also the public. This has always been a core mission of the university: to positively impact society, protect and advocate for the truth, and embrace the challenge of speaking the sometimes-unpleasant truth.

In times of a crisis, the wider society justifiably anticipates the intervention and stance of public universities, which state their position responsibly, boldly and autonomously.

The leadership of the University of Cyprus deemed it essential for instance to publicly intervene in critical public discussions. For the purposes of this article, we will focus on three such interventions, as the institution has consistently and courageously expressed its agony and concerns, sometimes in opposition to the general opinion. The following cases illustrate the role of universities in fostering a culture of free speech and open dialogue, highlighting significant issues and long-standing humanitarian principles:

In November 2023 a Senate Resolution on the war in the Gaza Strip was released, condemning the terrorist attack by Hamas on October 7, 2023 while also expressing concerns

“In today's era, when even the truth is often questioned, and every statement should be scrutinized through fact checking, public universities have the great obligation to safeguard the public interest and educate not only students but also the public.”

about the excessive response by Israeli forces: “An act of moral condemnation is considered complete when it is accompanied by an act of understanding of the conditions that lead to morally abhorrent outcomes. As long as the Question of Palestine remains unresolved, neither the people of Israel nor the people of Palestine will feel safe, especially when policies incite violence and exacerbate tensions at the geopolitical level, thus making conflict easier than dialogue.”

In September 2023, following acts of violence against immigrants in the country, the senate released a resolution emphasising the institution's commitment to inclusivity, freedom, and equality, and stating that fundamental moral values cannot be ignored.

During the pandemic outbreak, prior to any official government decisions/ announcements, the university leadership, adhering to the advice of academic experts, decided to suspend in-person courses. This bold decision set the pace for addressing the health crisis on a national level.

It is important to explore how the university's values are incorporated in its core operations. As a relatively young institution, we aim to guide the society towards an improved way of thinking and acting. The values and culture of the University are also reflected in its historic emblem, a tree with two branches, symbolizing the university's evolving mission to educate students, challenge their competencies, and contribute to the world. As the mission of the university is directly linked to societal improvement, below we list some core values encapsulating the spirit of the university:

Continuous Dialogue and Communication: The university seeks ways to interact with the broader society, inform the public, and expand the boundaries of knowledge. The public interventions previously mentioned exemplify the university's consistent efforts to build and strengthen the bridge between academia and society.

Unity and Reconciliation: The university aims to bring together all communities of Cyprus. Situated today near the buffer zone, the University of Cyprus has always promoted peace, reconciliation and prosperity for all Cypriots.

Growth and Adaptation: The university grows within society. There is a great interdependence between the institution and the people, as the bond they form forges the foundation of the country's culture and identity. The vibrant, dynamic community of academia constantly tests its limits, engages in dialogue, and reflects on its role within society and the world.

Universities should serve as guardians of values and humanity when they are under threat. They are also obliged to serve as disruptors of norms that hinder the positive development of our societies. What is important to realize is that new generations, prospective students, and researchers seek more than just degrees, knowledge, and reputable employment. They seek to



find a community that will inspire, mentor, and equip them with the competencies needed to navigate their life journeys.

The culture of universities and the values they uphold should aspire to inspire society to constantly pursue excellence

and the truth, work for the common good, create a hive of knowledge, and foster boundless creativity. Universities should be sustainable, eternal forests that provide oxygen, hope and inspiration to the world.

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