If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.
Antoine de Saint-Exupery

CORE VALUES OF HIGHER EDUCATION: THE ROLE OF VALUE SATISFACTION IN QA CAPACITY BUILDING

CEENQA Annual Workshop

People and Culture in QA Agencies

Astana, Kazakhstan

2nd **of June** 2023

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INQAAHE 7th President

CEENQA | CENTRAL AND EASTERN EUROPEAN NETWORK OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

INQAAHE: a brief overview

Mission

To promote and advance excellence in tertiary education through the support of an active international community of QA providers:
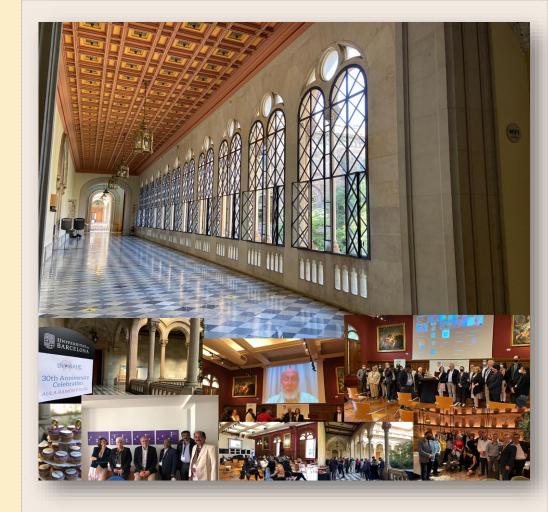
- By focusing on the development of the theory and practice of QA
- The exchange and understanding of policies and actions in quality assurance, and
- The promotion of QA for the benefit of tertiary education, institutions, students and society at large.

Values

Diversity	Collaboration	Integrity
Independence	Academic Freedom	Inclusiveness

We are driven by internationalization principle
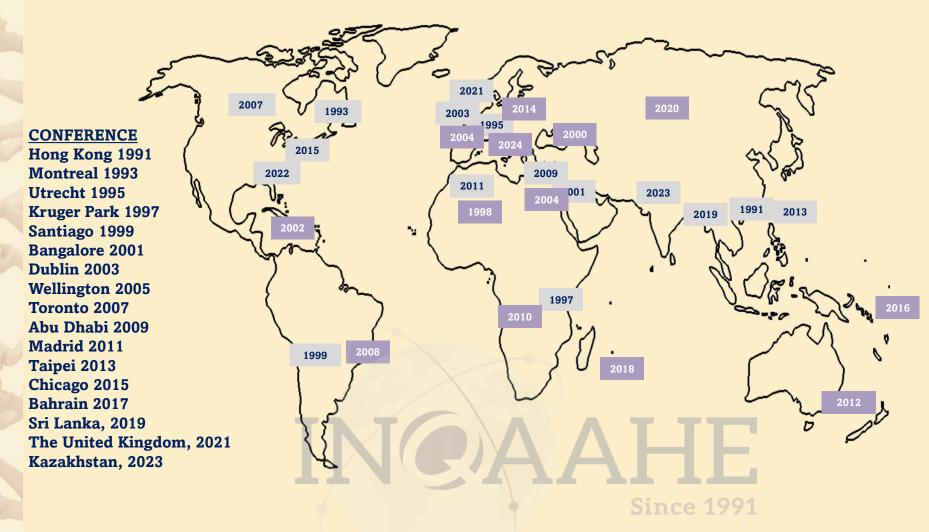
Diversity second to none!

Est. year:	1991
Legal incorporation:	New Zealand
Secretariat venue:	Barcelona
Membership type & size:	~ 350 members - EQABs, TEIs, QA professionals

The annual events are moving around the globe:
no INQAAHE event is held in the same place in, at least, two consecutive years

CONFERENCE
Hong Kong 1991
Montreal 1993
Utrecht 1995
Kruger Park 1997
Santiago 1999
Bangalore 2001
Dublin 2003
Wellington 2005
Toronto 2007
Abu Dhabi 2009
Madrid 2011
Taipei 2013
Chicago 2015
Bahrain 2017
Sri Lanka, 2019
The United Kingdom, 2021
Kazakhstan, 2023

FORA
Paris 1998
Budapest 2000
Kingston 2002
Muscat 2004
The Hague 2006
Buenos Aires 2008
Windhoek 2010
Melbourne 2012
Tallinn 2014
Nadi 2016
Mauritius 2018
Moscow 2020
Mexico 2022
Romania 2024

Outline

CORE VALUES IN HIGHER EDUCATION

WHAT DOES ACTUALLY WORK?

HOW TO GET ANYONE TO DO ANYTHING YOU WANT?

Qualification requirement for EQA human resources

Technical capabilities

- Knowledge and experience in tertiary education governance, administration and QA – systemic, institutional and program level

- Knowledge of evaluation concepts & principles and practical skills in evaluation mechanisms

- Experience in policy, procedure and standards development and operationalization

Generic competencies

- ICT skills in general & coding in particular

- Critical and innovative thinking, problem-solving

- Clear and compelling communication skill

- Ability to lead and influence others

Personal attributes

- Global citizenship

- Empathy, resilient minds, healthy bodies

- Inclusion, collaboratives, teamwork

- *Integrity, ability to live by the values, do the preached*

- Wisdom … creative leadership and grit

- Goal oriented, efficient

CORE VALUES IN HIGHER EDUCATION:

Professional development

Let's be honest: at this point, how many of you are sitting here with a worry deep in your heart regarding political and military tensions, natural disasters and societal issues?

Predominance of theoretical teaching
Less so application
Disconnect from real life
and
a deepening and progressive drift away from the core values crucial for a sustainable success in academic, social, ecological and humanistic matters

Higher Education Values: a glimpse at global practices

1988: Magna Charta Universitatum originally signed by 388 rectors on the 900th anniversary of the University of Bologna reflected the fundamental values of the university tradition:

- Autonomy
- Academic freedom
- A space of toleration and
- Protection by governments

2020: Magna Charta Universitatum is supported globally

*Universities 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**, [but] need **academic freedom** and **autonomy** as a precondition for fulfilling their role in society.*

2022: fifty-eight rectors signed a new, 2020 version of the Magna Charta Universitatum in Bologna, Italy

- It marks international recognition that universities' responsibilities towards ***transforming society*** have become as important as upholding ***academic freedom*** and ***autonomy***.

2018: Paris Communique lists four fundamental values in Europe

- Institutional autonomy
- Academic freedom and integrity
- Participation of students and staff in higher education governance, and
- Public responsibility for and of higher education

Also specifies a key role for quality assurance

- "promoting and protecting ***our shared fundamental values in the entire EHEA through intensified political dialogue and cooperation*** as the necessary basis for ***quality learning, teaching and research*** as well as for ***democratic societies***"

2024: Tirana Communique set out to define all the 4 fundamental values

Higher Education Values: while no specific definition exists, clear directions are set in the UNESCO's position

- Values such as ***respect, empathy, equality, and solidarity*** must be core to the mission of universities, colleges, and technical institutes in the future.

- Higher education must foster ethics and support students to be better and more capable citizens with greater awareness of their civic and environmental responsibilities.

- Higher education must also be socio-culturally relevant.

- Appreciation of cultural diversity, a commitment to defend human rights, and intolerance for racism, sexism, classism, ethnocentrism and discrimination in all forms must be key educational objectives.

- It is ever-evolving in its content as it empowers individuals to become better versions of themselves, to take strong value systems forward, and to ***transform*** their environments.

"Higher education has a strategic and irreplaceable role to play in building more sustainable, resilient and peaceful societies" and about reinventing HE " as a basis for building a safe, more just, democratic and sustainable world"

~ Ms. Stefania Gianinni, UNESCO Assistant Director General, WHEC Roadmap 2030

Further exploration of HE values…

Scholars at Risk's understanding of higher education values is informed by international human rights law, UNESCO instruments, and related civil society statements, which collectively identify five core values:

equitable access, accountability, institutional autonomy, academic freedom, and social responsibility (2017).

Are those values respected?

A simple search on University World News brings ample incidences of infringing the core values of higher education globally, namely academic freedom

2194 articles since end of 2007

A simple google search brings trillions of results!

"If it is not written down, it does not exist."

~**Philippe Kruchten**

Findings: we talk more while do less

Question 1:

Are Fundamental Values included in agency level regulatory provisions for quality assurance?

Short answer after analysis of country fact sheets:
Yes, in many

Question 2:

Are Fundamental Values defined in relevant quality assurance regulatory provisions? If yes, how are they defined?

Short answer after analysis of country fact sheets:
None identified

Question 3:

Are there concrete quality assurance measures to support respect for Fundamental Values? Are there concrete quality assurance provisions to sanction the lack of respect for Fundamental Values?

Short answer after analysis of country fact sheets:
None identified

CEU (2021), A study on the relationship between the Fundamental Values of Higher Education and Quality Assurance, commissioned by Council of Europe

To what extent does your EQA body respect and promote these values?

Question 1:

Are Fundamental Values included in agency level regulatory provisions for quality assurance?

Question 2:

Are Fundamental Values defined in relevant quality assurance regulatory provisions? If yes, how are they defined?

Question 3:

Are there concrete quality assurance measures to support respect for Fundamental Values? Are there concrete quality assurance provisions to sanction the lack of respect for Fundamental Values?

equitable access

social responsibility

accountability

academic freedom

integrity

institutional autonomy

WHAT DOES ACTUALLY WORK? :

Personal development

problem-solving

clear-communicator

creative-leadership

innovative

goal-oriented

global-citizenship

efficient

coding

resilient-minds integrity

value-driven

grit collaborative

wisdom

influencer

compelling-communicator

inclusive

healthy-bodies

critical-thinking

empathy

HOW TO ACHIEVE MASTERY IN HONING FUTURE-PROOF SKILLS?

The INQAAHE ISGs: essence, purpose, and role

ISG

What is it?

A self-reflection tool to:

- improve and enhance the EQAB performance
- professionalize the EQAB and its staff
- maintain relevance of the EQAB
- enhance transformative power of the EQAB

An international framework for external review of EQABs to promote:

- recognition of outcomes
- trust and credibility in EQAB's provisions globally
- transparency in EQABs operations worldwide
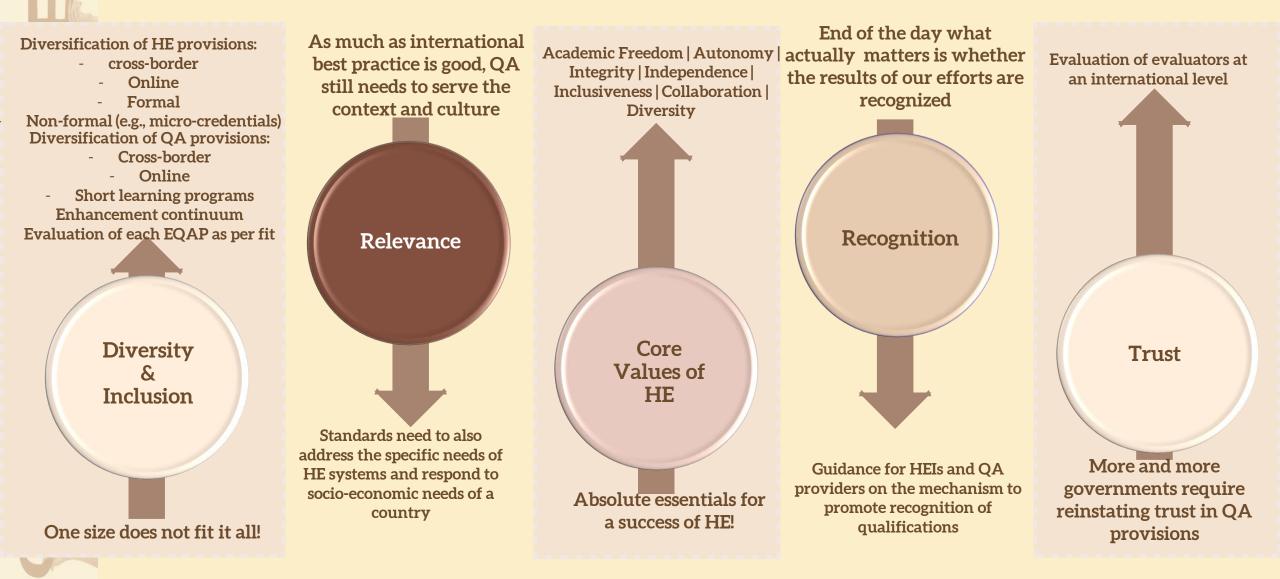
What does it do?

- Bridging diverse systems/regions globally by establishing a common language of communication and recognition

- Alignment with the regional and global soft regulations

- Safeguarding QA provisions internationally

- Enabling transferability of results across regions globally

- Inclusiveness of diverse cultures and systems globally

- Complements and supplements the regional QA efforts by enabling links between diverse cultures and contexts

What is it for?

- Promoting UN Regional and Global Conventions for qualifications recognition

- For quality assurance providers and accreditors to support their aspirations of alignment with internationally accepted TE principles and values

- Safeguarding systems from bogus providers, thus, benefiting TE institutions, students and societies at large

- Mutual recognition of EQAB reviews internationally

- Promoting trust in operations and, therefore, more opportunities for meaningful and productive cooperation

CORE VALUES

In response to the global trends and challenges: the values the ISGs offer…

Diversification of HE provisions:
- cross-border
- Online
- Formal
- Non-formal (e.g., micro-credentials)

Diversification of QA provisions:
- Cross-border
- Online
- Short learning programs

Enhancement continuum
Evaluation of each EQAP as per fit

Diversity & Inclusion

One size does not fit it all!

As much as international best practice is good, QA still needs to serve the context and culture

Relevance

Standards need to also address the specific needs of HE systems and respond to socio-economic needs of a country

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Academic Freedom | Autonomy | Integrity | Independence | Inclusiveness | Collaboration | Diversity

Core Values of HE

Absolute essentials for a success of HE!

End of the day what actually matters is whether the results of our efforts are recognized

Recognition

Guidance for HEIs and QA providers on the mechanism to promote recognition of qualifications

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Evaluation of evaluators at an international level

Trust

More and more governments require reinstating trust in QA provisions

---

International Standards and Guidelines of Quality Assurance in Higher Education: the set up

Baseline Standards (mandatory)

All types of QA providers

Specific standards to tailor to the profile of a QA provider (electives)

Cross-border:
Cross border QA
Cross-border HE

Short Learning Programs

Online/Blended Provisions

Quality Enhancement Continuum:
the guiding principles

Efficiency

Relevance

Transformation

Section 1: Baseline standards that relate to all quality assurance providers and accreditors regardless of their specific field of operations.
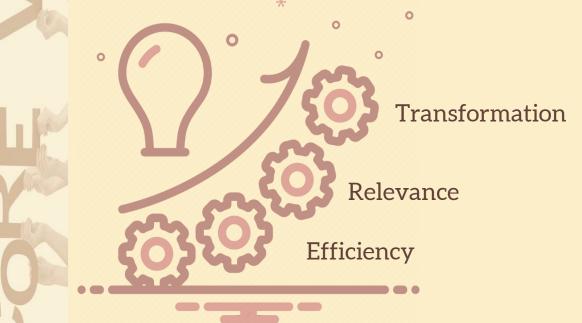
Section 2: Sets of selective modules of standards to cater to specific profiles of EQAPs, enabling due recognition of the increasing diversity of QA providers.

Section 3: *Guiding principles* to promote continuous enhancement and impact of EQAPs as per maturity level.
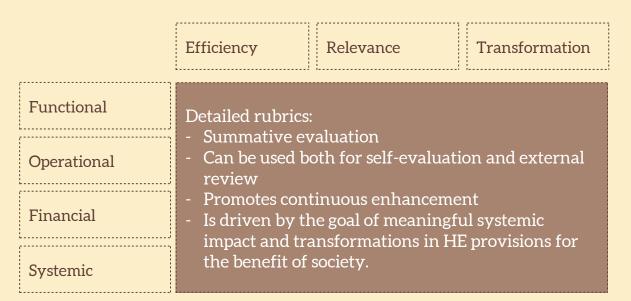
The new guiding principles for EQAP enhancement: quality enhancement continuum

To ensure continued relevance of periodic external reviews of EQAPs, the new ISGs provide for the *Guiding Principles* for each new cycle of reviews as per the EQAP's objectives.

The *Guiding Principles* aim to incentivize the EQAPs for continuous and more superior performance and impact at a system level with each cycle of external reviews.

Transformation

Relevance

Efficiency

	Efficiency	Relevance	Transformation
Functional			
Operational	Detailed rubrics: - Summative evaluation - Can be used both for self-evaluation and external review - Promotes continuous enhancement - Is driven by the goal of meaningful systemic impact and transformations in HE provisions for the benefit of society.		
Financial			
Systemic			

HOW TO GET ANYONE TO DO ANYTHING YOU WANT?

Implications for people leaders

Never expect anyone to engage in a behavior that serves your values unless you give them adequate reasons to do so.

UPenn Professor Charles Dwyer & his 'value satisfaction' theory

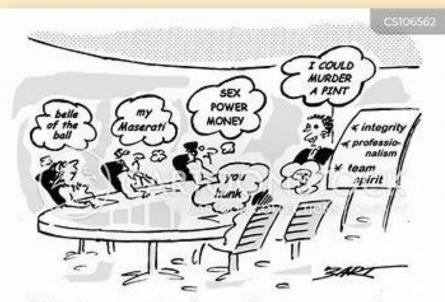# The five steps to influence: values drive behavior through perceptions

Does the person have the ability to do what I want?

Does the person perceive the value they will get by doing what I want?

Does the person think the odds are very high that #2 will come true?

Can I lower the perceived cost to the person of doing want I want?

Can I lower the perceived risk to the person of doing what I want?

"Now I want you to reflect on these corporate values and see how they compare with your private priorities."

This isn't a Machiavellian tool for manipulating people or causing them harm!
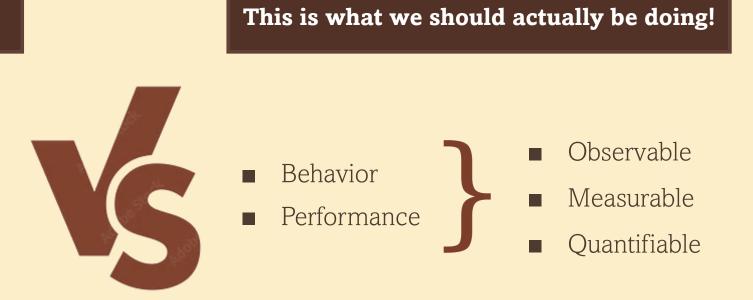
You could, however, use it to get someone to accept your reasonable offer that will actually serve them well.

How do we frame what we want from the others?

This is what we usually do

- Attitudes
- Disposition
- Beliefs
- Personality
- Characteristics
- Quality of relationships

VS

This is what we should actually be doing!

- Behavior
- Performance

}

- Observable
- Measurable
- Quantifiable

What do we use to get what we want from others?

This is what we usually do

- Knowledge
- Skills
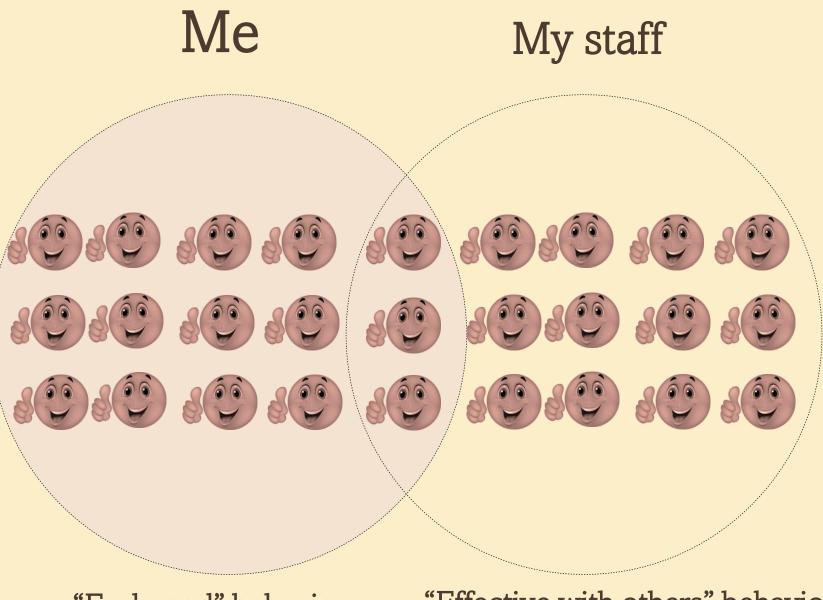- Experience
- Authority
- Position

VS

This is what we should actually be doing!

- Our Behavior (direct and indirect)
  - *What we say*
  - *How, when, where*
  - *Gestures, timing, tone*
  - *Language and rhythm*
  - *Mode of communication*

Ask, listen, empathize, and empower to draw wisdom, insight, and creativity out of your people, solve problems collectively, and foster sense of psychological safety.

Me   My staff

"Feel good" behaviors   "Effective with others" behaviors

IN SUMMARY...

Implications for people leaders

A value system for EQA staff capacity building:
good businesses invest into customers, but the best ones invest into own human resources

However, the key that matters is the leadership style that underpins wide-ranging, long-term, and beneficial effects on the people performance by:

❑ investing in your staff through impactful/meaningful professional development

❑ fostering a productive and employee-focused workplace by understanding the values that drive the behavior & quality culture in the organization

❑ making sure each and every staff is appropriately compensated, rewarded and held accountable
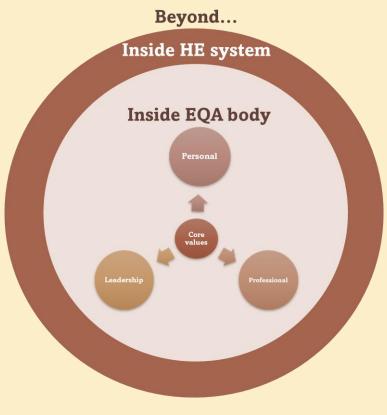
LET'S DO IT TOGETHER

A value system for EQA staff capacity building: a complete story

Inside EQA body:

- What are the core values your EQA body abides by?
- What are the values your people cherish?
- How do you measure the achievement?
- How do you measure the impact?

Within the HE system:

- What are the core values your HE abides by?
- What are the values your people cherish?
- How do you measure the achievement?
- How do you measure the impact?

Beyond...

Inside HE system

Inside EQA body

Personal

Core values

Leadership   Professional

And Beyond?...

As a people's leader, how do you deal with your staff?

THANK YOU

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