
MAINTAINING HIGH PROFESSIONAL STANDARDS IN A VALUE-DETERIORATING SOCIETY

By

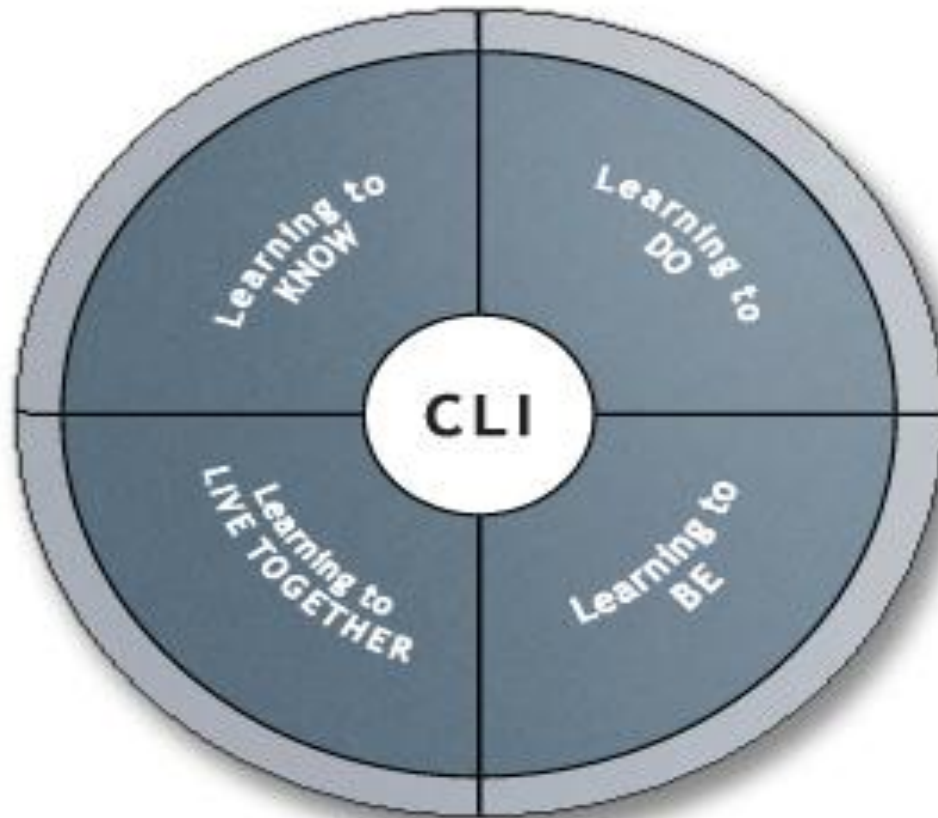
PROF. IS-HAQ O. OLOYEDE (FNIM, FSPSP)

Visiting Professor, NOUN, Lagos-Nigeria



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The Four Pillars of Learning



Source: Learning: The Treasure Within (Delor, 2006)

Structure for creation and enactment of standards in the university system

Action	Actor
Law / Enactments	Government/ Regulatory Agencies
Codes of Conduct/Proclamations/Standards Frameworks/Benchmarks	Professional bodies and Trans-University Organizations / Regulatory Agencies
General Policies/Guidelines/General Codes of Conduct/Conditions of Service	Council
Rules and Regulations/Specific Policies/Guidelines/Procedures <ul style="list-style-type: none"> - Admission Policy - Examination Regulations - Gender Policy - Rules of engagement 	Senate

Highlights of Three Institutional/Personal Professional (ethical) Standards for the University System

Magna Charta Universitatum

Background

The University was a Common European Institution for centuries before the European Union

- Enacted by European Universities in 1988 at the University of Bologna, Italy.
- Contains common Values of European University traditions.
- Emphasizes University autonomy and Universities as supra National (not just international).
- Connects Universities and Society.
- Freedom for the faculty members and students.
- Universities are Resource intensive (costly).
- It was the Precursor of Bologna Declaration of 1999 which was confirmed in 2002 by European Ministers of Culture and Education.
- Universities are to initiate adopt and transform.
- Value is at the core of the University-business

Magna Charta Observatory in Bologna

- Funded by University of Bologna and Association of European Universities (AEU)
 - To monitor compliance and varieties and elicit commitment of signatories.
 - Already the Charta is translated to 49 languages.
 - As at 2012, 755 Universities from 80 countries across the globe have subscribed.
 - 2 from Nigeria – OAU and Unilorin.
 - Work is in progress at the university of Ilorin on its translation to six Nigerian and Ghanaian Languages.
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Content of the Charta

Assumptions

- Future of humanity is dependent on Development initiated by Universities.
- University must serve humanity and must be adequately funded.
- Functional and sustainable education is a task for the university.

Principles

- Universities need not be uniform.
- Research and teaching are intertwined as inseparable for universities and must be discharged independent of political or economic powers.
- Freedom of thought is not negotiable.
- Knowledge is universal and should be apolitical.

Wherewithal (means)

- Adequate funding for research and teaching commitments.
 - Research and teaching capabilities of entrants (faculty members) are mandatory and must be valued.
 - Freedom of students safeguarded.
 - Inter-university collaboration, co-operation and mobility for students and staff must be guaranteed.
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IAU – MCO Guidelines for an Institutional Code of Ethics for Higher Education

Assertion

That safeguard and promotion of highest level of integrity and ethical behavior are the basic responsibility of universities.

Background

- Designed and sponsored by IAU and MCO.
 - Enacted in Puerto Rico in by IAU in November 2012, having been earlier endorsed by MCO.
 - Universities must earn its respect through quality of teaching, research and outreach.
 - Professional ethics from Learned or Professional Bodies should be supplemented by institutions standards
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Framework for Institutional Codes must Include

- Promotion of academic integrity.
 - Development of educational programs to uphold ethical values and academic integrity.
 - Obligation of accountability and transparency.
 - Pursuit of reputation (Good publicity)
 - Avoidance of abuse of power.
 - Promotion openness and debate.
 - Social responsibility of individuals and institution.
 - Careful management of request and receipt of external funds.
 - Fair management of intellectual property.
 - Equity in partnership.
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Standards for Individual Member of the University/HEI

- Upholding of academic integrity and independence.
- Avoidance of all shades of fraud.
- Merit-based-decisions.
- Avoidance of conflict of interest.
- Quality must be ensured.
- Teacher/student mutual respect.
- Prevention of corruption.
- High level of confidentiality of university information system.
- University resources including staff time are judiciously applied.
- Respecting and protecting university property
- Avoiding misrepresenting of institutional interest.
- Fair hearing to all.
- Promoting high level of individual and institutional social responsibility.

Ownership and Drive

- All inclusive process.
 - Driving is the responsibility of institutional leadership.
 - Individuals have to key into the process.
 - Publicity.
 - Regular training and sensitization on the codes.
 - All types of abuse be identified, investigated and sanctioned whenever it is required.
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AVCNU/CVC: Keffi Declaration on Sustaining Academic Tradition in Nigerian Universities

Characteristics and Content

Enacted 24th September 2012 by Association of Vice-Chancellors of Nigerian Universities in Keffi Nigeria to regulate certain University functions.

- ✓ Honorary degrees.
 - ✓ Conduct of convocation.
 - ✓ Matriculation ceremony.
 - ✓ Senate meetings.
 - ✓ Council meetings.
 - ✓ Meetings of congregation.
 - ✓ Inaugural and other academic fora.
 - ✓ Emeritus professorship.
 - ✓ Examinations.
 - ✓ General Academic ethics and decorum and
 - ✓ Research and mentorship.
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Recommendation

1. The individual participant at this workshop should endeavour to be guided by the five major values of efficiency, integrity, convention, equity and commitment. Efforts should also be made to promote them as shared or institutional values.
2. Leadership should not be equated with dealership. While leadership confronts, dealership evades. Leadership involves sacrifice.
3. Mandates of the universities should not be misconstrued for goals or responsibility. The responsibilities of the universities are not mere teaching, research and community service but learning, discoveries/innovations and development. In this era, rewards are not attached to input but on output. Afe Babalola university, by its choice of “Learning methods” (not teaching methods) as focus of this workshop is poised for a reconsideration of the purpose of the universities. Process must not be the focus but the attainment of the goals.

Recommendation Contd.

4. Each participant should facilitate the listing of each of the three discussed standards on the agenda of its senate and council for adoption, formal subscription and domestication.
5. Each participant should study these and similar codes and be active in the formulation and approval of institutional codes and ethical standards for his or her Institution.
6. Every participant is expected to publicize and disseminate the content of the codes and similar ones (such as the Arusha Convention) with a view to raising ethical standards and values in the university system.
7. “Local University” is not a University; it has to be open and universal to be a university. The core values of universities are global and non-negotiable.

**THANK YOU FOR
LISTENING**
