



CHALLENGES ENCOUNTERED BY INSTITUTIONS PILOTING THE LIVING VALUES GUIDANCE (as described by each of the pilot institutions)

The University of Bologna (Italy)

- Complexity and size of the University of Bologna and work across several campuses.
- Raising awareness on the importance to engage all members of staff and students in a discussion about values.
- Working in small groups on a specific agenda to prepare wider discussion sessions.
- We considered not advisable to involve a larger number of people by the means of a survey that can be sent to all university members of staff. Since a high number of surveys have been recently submitted to our university members of staff, a low-response rate. Other alternatives might be worth considering.

The University Politehnica of Bucharest (Romania)

Universities remain an aspiration for families and a priority for knowledge-based economies. But somewhere along the way they seem to have suffered some kind of identity crisis. What are they for? Who are they meant to serve? And who should pay for them?

Maybe the biggest challenge is to find a renewed sense of purpose and to make a new contract with the public about how they can support one another.

Working with highly skilled professionals could be difficult under some circumstances. It might be difficult for the leadership team to develop and promote a common set of values and a common language for everyone (taken into consideration that UPB has almost 5000 employees). In addition to academics' opinions, there are students' opinions and needs.

UPB has got a set of core values that can be identical to the students' and academics' expectations regarding UPB. We are concerned that we somewhat lack the necessary instruments in order to meet their expectations and also the institutional capacity to promote these values.

The University of Campinas (UNICAMP) (Brazil)

The unstable sociopolitical situation of Brazil, at this very moment, can affect and influence the project somehow, with some groups devaluing the relevance of the discussion, while the leading managers can see a special role for this pilot project at Unicamp at this very moment to help bring values, besides facts, to reorient the goals of the institution.

Glasgow Caledonian University (UK)

While our core Values project continues apace, the resourcing of the Fundamental Values element has been a challenge. GCU is undertaking a number of ambitious internal realignment exercises this year linked to our strategic growth agenda. This has inevitably, and understandably, meant that during the timescales of the Living Values pilot our internal energy and resource has been directed towards ensuring the successful completion of the alignment process rather than to undertake new projects.

The University of Mauritius

From the survey and the focus group discussion, there were some lessons to be learnt:

First, that timing and the appropriate opportunity were critical where students were concerned. The Committee concluded that the best approach would be to catch students' attention when they were still new to the University, that is, during the orientation days, in fresher's week.

Second, that it was important to dispense some induction to staff. It was clear that even after many years at the university, it was in most cases unlikely that staff would somehow pick up those concepts by themselves.

Stockholm University (Sweden)

Once the new strategy has been decided towards the end of 2018, and the Living Values pilot is finished, the real work will begin: to better implement both fundamental and institutional values at all levels across the university as a whole. The university is large and largely decentralized. Thus, the real challenge for Stockholm University is to integrate the values in everyday practice. This, of course, is a never-ending process. But throughout the pilot work, we have discovered that keeping the discussion alive is what makes the values live. The work on values has also turned out to be something that really engages staff and students across faculties, and that in itself may help to foster the vision of *one* university with shared values, rather than a number of different faculties, departments and administrative units.

The University of Tasmania (Australia)

A change of Vice-Chancellor part-way through the process.

This strong and deliberate focus on values at the beginning of a period of new leadership and organisational culture creates some challenges with regards the MCO's Living Values Project. The Living Values Project's intention is to review and reflect upon our values explicitly. This sits somewhat uncomfortably with a process that is actively (yet not didactically) re-engaging the University and its communities with these values, while potentially pointing to how these values may be evolving.

Further challenges were:

- The lack of student engagement in the process.
- The lack of external stakeholder engagement in the process.
- While a process to 'decant' the values across the University was drafted this was not fully implemented and momentum in the project was lost.
- Likewise, a process to develop a 'Values in Action' document, listing key behaviours associated with the Statement of Values, stalled and was never completed.

The first two points can be attributed to the Statement's provenance in a staff survey, leading to a bias towards staff and overlooking students and external stakeholders. With the Vice-Chancellor's Office currently undertaking a project to improve engagement with external partners, we are confident that we will be well positioned to have meaningful conversations with external stakeholders in any future values-focused work.

The inability to maintain momentum in values-themed work arising from the Statement after its launch is also thrown into strong relief by the cluster of 'orange' and 'red' at the bottom of Table 1, (See [report](#)) suggesting the 'Shaping our Future' project would have benefited from greater focus on a deeper set of desired outcomes.

In all cases, the presence of guiding principles such as those provided in the MCO's Living Values Pilot Instrument would have ameliorated these weaknesses. These weak spots will need to be addressed in any future explicit values-themed work, and the identification of these highlights the benefit of the MCO's Living Values Pilot Instrument. Furthermore, there are no immediate gaps identified in the instrument, with the key beneficial attributes of the 'Shaping our Future' project all evident in the advice the instrument provides.