



HOW PILOT INSTITUTIONS UNDERTOOK THEIR REVIEWS

The Arab Academy for Science, Technology and Maritime Transport (Egypt)

- The project was managed by Professor Amr Elhelw by the Agreements and International Relations Center.
- The President of the AASTMT granted all the required authority to facilitate all possible obstacles that could be encountered.
- All of AASTMT colleges, schools, departments and divisions were involved in the processes.
- All the AASTMT colleges, schools, departments, and divisions were helpful and cooperative.

The University of Bologna (Italy)

Due to the complexity and size of the University of Bologna, we developed the Living Values Project into three steps:

1. To raise awareness on University, on 10 April 2018, the newly-appointed Directors of 32 Departments attended a meeting focused on Institutional Autonomy and Research integrity in the presence of our Ambassador Ella Ritchie.
2. Directors were then asked to appoint at least three representing professors/researchers, a student and administrative staff were appointed in their department to be involved in the living values discussion. A group of 70 people, from different scientific areas, was gathered on 9 May 2018. A warm up on academic freedom was carried out with the means of a world café. Participants were also invited to poll on identity values considering five dimensions: individuals, education, research, third mission and organisation.
3. The discussion on HE core values and UNIBO identity values was finally concluded within the governance. Results of the preliminary discussions were shown and again participants were invited to poll on identity values, considering five dimensions: individuals, education, research, third mission and organisation.
4. A comparison between the identity values identified by the community and the leadership of UNIBO was carried out to finally find a consensus between the community and the leadership perspectives. The most relevant identity values are the followings:

1. Critical Thinking
2. Integrity
3. Engagement
4. Cooperation
5. Responsibility
6. Collegiality and continuous improvement (three-way tie)
7. Creativity and Dignity (three-way tie)
8. Sustainability

- 9. Trust
- 10. Inclusion

The word cloud represents a visual depiction of the obtained results



The University Politehnica of Bucharest (Romania)

Even from the beginning of the MCO evaluation process, Mr. Costoiu, UPB Rector, involved all the decision makers in the university for the debate sessions with the MCO representative.

The MCO representative has had meetings with:

- UPB top management team;
- Deans;
- Academic staff;
- Students;
- Alumni & External Stakeholders.

The UPB Rector gave a brief presentation on the history of the institution and UPB strategic plan. He also provided a short description of the election process for the top management of the university and provided information about the new developments in UPB and focused on “excellence” in all their research and innovation activities.

UPB Vice Rectors also contributed to the presentation providing information about the goals, priorities and important projects of the university. They presented UPB and his role in the region - *UPB is the oldest technical university in Romania with a high reputation in engineering education has a leading role in the country’s transformation in terms of “university-industry partnership”. UPB gives priority to doing “excellent research”, attracting and retaining “excellent staff”, “excellent students”, establishing strong ties between the university and the industry. UPB was able to attract extensive funding from the Government and EC Structural*

Funds for providing excellent research infrastructure for strengthening its capacity in Research-Innovation. 33% of the UPB's budget is allocated for research. UPB has been able to have two ERC grants besides other international and European funded projects. UPB gives importance to its international ties and provides additional funding to support its academic staff and students for developing relationships with international institutions. The university has fifteen Double Degree Diploma programmes with European Universities. UPB graduates' employment rate is 93%. The Alumni Association is well established and has a strong connection with the university. The University is committed to a continuous improvement process by transforming its internal structure and re-establishing its ties with its stakeholders according to changing conditions. UPB gives importance to maintaining flexibility in its actions and activities. Students have a role to play in all decision-making processes. Formal and informal decision-making processes are complementing each other to establish a transparent structure for all stakeholders.

Which stakeholders were involved? How effective was their involvement?

At the meeting with the MCO representative there have been present several members of the most important companies in Romania that UPB is an active partner.

External stakeholders are always interested to recruit UPB graduates and they have expressed their satisfaction with the education that graduates received from their university. Excellence in teaching and learning seem important goal besides excellent research and excellent liaison between UPB and industry.

Gaps identified.

In the modern European context, an essential element in this is to involve students as equal partners in the governance and decision-making processes of the university. This involvement helps students and graduates to gain these qualities and attributes. However, just as importantly, the involvement of students is also crucial for the university in ensuring all decisions that include a careful consideration from the students' perspective. For their own academic and personal development, students therefore need to be encouraged and supported to engage and contribute meaningfully at every level of the institution.

The University of Campinas (UNICAMP) (Brazil)

HOW WE WENT ABOUT THE PROJECT

At Unicamp the Living Values Project has been managed by an interdisciplinary team composed by Marcelo Knobel (Rector), Eliana Amaral (Vice-Rector for Undergraduate Programs), Dora Kassisse (Rector Advisor); Ana Maria Carneiro (Researcher at the Center for Public Policy Studies), Ana Maria Almeida (Vice-Coordinator at the Entrance Examination Office), Neri Barros (Coordinator of the "Pact for Peace and Diversity" Project), Soely Polydoro (Coordinator of the Teaching and Learning Office). The rector participated since the very beginning and headed the process. In fact, it was his initiative to include Unicamp in the pilot process. The central administration (institutional leaders) was involved as well as researchers and specialists in public policies, diversity, campus climate, and communication office.

The project was organized in eight stages:

1. Preparation of a reference document with the definition of consensus concepts by the project management group. This document was presented and discussed at the Magna Charta group meeting in Italy in March 2018 by Marcelo Knobel;
2. Workshop on perception of values experienced at Unicamp, with the presence of the facilitator Eva Egron-Polak (Magna Charta Council Member), with Unicamp

Administration and other community representatives. The workshop was held on May 15, 2018 (see the report of the workshop at Annex 1);

3. Presentation of the Workshop Results to the Unicamp Central Administration (institutional leaders) for validation and discussion of further steps;
4. Feedback to the workshop participants thanking them for their contribution and sending a summary report with the results of the workshop;
5. Electronic survey with the academic community (faculty, staff, undergraduate and graduate students, external stakeholders) to see their perceptions about living values, how to improve the actual experience, among other aspects.
6. Preparation of an Action Plan to guide future actions, projects and to reorient programs;
7. Presentation of the Action Plan to the Unicamp Central Administration for validation and discussion of further steps;
8. Workshop for dissemination of the Action Plan.

In terms of stakeholders involved, they were the ones that participated in the workshop [Please refer to the Annex 1 for more details], answering the following questions regarding a set of values:

- Is this a living value at Unicamp? What are the evidences?
- What are the successful experiences on this value at Unicamp?
- What are the difficulties to incorporate this value at Unicamp?
- What actions must be taken to reduce or remove these values?

At present, stage 3 is being scheduled and the survey is being prepared. The delay in the schedule is due to the strike movement that is occurring at the university and has already lasted about a month. Therefore, the central administration is currently overwhelmed negotiating with participants and there is no point on bringing this discussion to the table. The project will continue as soon as the conditions are reverted, expected to occur in July.

There was some resistance in the process, as the discussion of values was seeing in competition with the institutional evaluation process cycle starting, to drive future strategic planning. Nevertheless, the leading team has been able to deal with it and clarify the importance of the project as a source of subsidies for the renovation of strategic planning that will take place in two years from now.

Glasgow Caledonian University (UK)

Focusing on the positive characteristics of our university, staff and students were asked what characterized GCU on its best day and the types of values they would expect to see reflected in the University for the Common Good. A large quantity of very rich data resulted and after an iterative process of grouping and consolidating four headings for our values emerged: Integrity, Creativity, Responsibility and Confidence. These are now our GCU Values. It should be stressed however that Integrity, Creativity, Responsibility and Confidence are only headings for a much richer sense of what it means to be part of GCU. To make this more apparent and useful the meaning underlying each one of our values has since been expressed. After an iterative design process we agreed a set of behaviour statements that staff and students felt captured the essence of our Values in action. The organisational form of these can be seen at the end of this document. There is also a set of statements to explain our aspirational behaviours at 'all staff and student', 'people manager' and 'executive board' levels. Both of these documents can also which can be found on the GCU website.

Continued activity on Institutional values

While we have already undertaken an extensive and grass roots review and refresh of our institutional values we are still on the journey of embedding them firmly into everyday practice. This is not a short-term task. It will take a number of years to review all processes and practices using the lens of our institutional values and monitoring and reflection is a continuous process.

Before the start of the Living Values project we had begun the task of embedding and at the point of its beginning we had already aligned a number of key processes. For example:

- Recruitment (e.g. included our Values and & Behaviours in recruitment packs and developed a bank of values linked questions for our managers to use in interviews)
- Induction (Values and Behaviours feature in our induction process and paperwork)
- Staff performance and development (staff and managers are encouraged to use the behaviour statements in reflecting on the year's performance and to identify areas of strength and weakness)
- Promotion (staff are encouraged to describe not only what they have achieved but the behaviours they have demonstrated to get there)
- Student curriculum (the GCU behaviours have been linked to graduate attributes and the opportunities to develop these attributes are now highlighted in GCU modules and programmes)
- An exhibition and celebration of exemplars of staff living the GCU Values was piloted in 2016, repeated with improvements in December 2017 and is now an annual event.

This year we are continuing the process of embedding our institutional values, using a Values Forum comprising senior representatives from key functions across the university as a sounding board and think tank. Three meetings have taken place to date and have been extremely stimulating and positive.

Our other key activity this year has been to explore the deeper links between staff engagement and our mission and values and to identify key metrics for measuring the impact of our activities. In a series of workshops running over the summer and autumn we are supporting staff to identify what makes them happy in their work, how those activities are connected to our values and how we might increase their frequency. Using the same positive approach adopted for the values identification exercise we are seeking to embed, build on and measure success rather than focus on areas for improvement.

Future focus on fundamental values

Once our work on institutional values is more deeply embedded and we have an instrument for measuring impact we feel it will be useful to reflect, on the Fundamental Values using the Living Values project approach. We recognise that while we, like most other HE institutions, firmly endorse and believe in the values of academic freedom, institutional autonomy and integrity (in its MCO sense) we don't have a clear sense of the extent to which we are currently living them. While it may be another year or two before we can undertake this work, we do have some clear ideas about the things we would like to learn.

Academic freedom

Within the project we would like to explore the following areas:

- How academic freedom is defined and perceived at a local level;
- What we as an institution aspire to in the name of academic freedom?

- What will it look like and feel like when we've achieved it?

We understand that there is a balance between freedom and responsibility but perhaps are less clear on where we, as an organization stand on this in relation to academic freedom? It is likely that we will identify that we place restrictions on academic freedom in the name of ethics or strategic focus for local funding but there may be other restrictions we haven't recognised.

We would also like to review how transparent our decisions are in relation to this issue and a range of other questions. For example: Do all academics in our organisation have access to the same degree of freedom? What policies have we in place that impact (directly or indirectly) on academic freedom? Was the impact intentional? What external factors have an impact? How do we compare against other universities? Does our current state map on to our aspirations & if not what can we do to address this?

Institutional autonomy

If asked most academics would probably agree that a university should be independent of external or political influence and yet those same individuals would probably also see their institution as a responsive unit of society. The question we would like to reflect on here is how viable is it to be both and how do we, at GCU, balance those potentially competing values? As the University for the Common Good are we an integrated part of a greater whole, rightfully responsive to the requirements of the nation or as only truly useful as generators and disseminators of knowledge if we remain apart? There are clearly no right answers but understanding where we believe we should be is important to ensuring we are operating in a way to achieve it.

Equity & Integrity

This value is already part of our institutional values and we have made a lot of progress in embedding equality over the past 10 years. We've attained Athena Swan Bronze status and on our way to Silver, we have a strong Equality and Diversity policy and processes which ensure it is followed. We go beyond legal requirements in all areas of equality practice and our operational integrity has been commended in financial and academic audits. We haven't however necessarily captured all of our achievements in this areas in a form which we can reflect on, celebrate and review.

The University of Mauritius,

When the University of Mauritius was selected to be one of the pilot sites, following discussions with the Vice-Chancellor and the MCO ambassador Eva Egron-Polak, it was decided to constitute a team of persons comprising of representatives from each Faculty and Centre plus representatives from each of the staff and student unions through a call for expression of interest.

The UoM Council decided that the UoM Representative to the MCO would be ideally suited to chair the small committee.

At the first meeting of the Committee with the MCO ambassador in early February 2018, the Vice-Chancellor stressed the importance of Values for a university, especially in a world where the University faces numerous challenges and its role is an evolving one.

This was followed by a presentation of our Act and the New Statutes 2013 adopted by the UoM Council pursuant to the Visitor's recommendations. The presentation highlighted the underlying philosophy as well as the specific clauses of the new Statutes 2013 which gives effect to the fundamental Values of **Institutional Autonomy, Academic Freedom, Integrity, Equity**

In the discussion with the MCO ambassador, it was pointed out that the existing Mission and Vision of the University focused explicitly on academic excellence in teaching and research and these were underpinned by our Core Values.

We examined a long list of some 15 other desirable Values and finally decided that, in addition to the four values advocated by the MCO, we would in the first instance, add **Responsibility** and **Respect** as two other Values that we would test and eventually promote.

We decided that the next step would be to carry out a university-wide survey to test the extent to which the university presently lives these values. The next few weeks saw a flurry of activity. We designed the survey form. We tested the questions on small groups and based on our feedback, we refined the questions to be put in the google survey form. Finally, the form was sent out to all 1,000 staff and 12,000 students of the University. The staff and students had about 12 days to respond. After that, the committee met and analysed the results.

The next step involved a large focus group discussion. From the lessons we learned, we concluded that in future we should adopt a more direct and pragmatic approach. The committee decided that we should henceforth focus more on promoting our values rather than further testing of the extent to which we were adhering to them.

Throughout the process, the main difficulty we faced was the students' lack of participation in the process. We did appeal to various other groups of students, but we found, to our great dismay, that our students were more interested in either their lectures or attending their social functions than to attend our discussions on values.

The focus group discussion also revealed that most members of the University were absorbed in their own work and were quite ignorant or even oblivious of the current institutional practices and provisions that existed for them. There were a lot of misconceptions about the nature of the values in the survey form. For example, the survey and focus group discussion revealed that students and staff often did not understand the meaning of academic freedom or institutional autonomy; some staff members did not realize that they could talk freely to the press on their respective fields without having to seek permission.

The Peoples' Friendship University of Russia,

Focus groups and discussions among teachers, researchers and administration

Results analysis

Developed a plan to promote values in collaboration with students, teachers and researchers

Values promotion project

Stockholm University (Sweden)

The project is to be achieved through:

- a) discussing the four fundamental values – autonomy, academic freedom, equity and integrity – in order to define them better from the point of view of Stockholm University and how they can form a basis for the strategy;
- b) discussing the three institutional values identified by the university – openness, innovation, willingness to cross boundaries – in order to see if they are adequate and anchored enough across the institution;
- c) discussing whether there might be other values which should be added, or even replace the current values.

In order to get institutional acceptance at SU for the “instrument”, however, it had to be made very clear that the idea was by no means to make this a “heavy” instrument in addition to all other kinds of evaluations or self-evaluations that are imposed on our universities. Rather, the Living Values project had to be presented as a vision, a source of inspiration, a common return to the fundamental and more specific values that guide our work and ultimately serve to motivate us as a university.

The project is led by the president of the university, with the support of the whole senior management team of the University and with dedicated administrative support. The general idea has been to “distribute” the question of values by using already existing forums and meeting places, such as meetings for heads of departments or heads of administration, for the university leadership and deans etc., but also staff meetings at departments or in the student union, and to reserve sufficient time at these meetings to be able to discuss these questions in depth. This has been communicated by the president on a number of occasions, such as the first meetings of the year for the newly appointed faculty boards, the first meeting for heads of departments etc., and furthermore by the deans and the head of administration. Reports from faculties and departments as well the central administration are due in early September.

Instead of using the instrument in all its detail, a “tool-kit” has been developed in order to distribute the Living Values project into the organization, containing a number of questions specific to Stockholm University to be discussed in these different forums, including preliminary definitions/exemplifications of the fundamental values and existing descriptions of the institutional values, and in addition, as a source of inspiration, a list of possible institutional values collected during the Glasgow workshop on Living Values in 2017. A central part of the tool-kit is also a 15 min video with MCO Ambassador Professor Caroline Parker, addressing her colleagues at Stockholm University and offering her personal reflections on the importance of the Living Values project and the process of implementing the work on values in different stages at Glasgow Caledonian University. This video was originally produced for three workshops with all heads of department and heads of administration, where it served as a forceful source of inspiration for productive discussions and has since then been spread throughout the whole organization.

In addition to this “tool-kit”, which was distributed to all deans, heads of department and heads of administration as well as to the student union, staff and students at the university also got a personal letter from the president in early April, shortly describing the project – including impressions from the Bologna workshop – and inviting everybody to participate actively by giving input of any kind, on fundamental, institutional or potential values. This input has replaced the proposed questionnaire. This has resulted in a number of letters reflecting on value questions, which will be used as input to the strategy work.

Stockholm University is still in the middle of the process, and the reports from deans, faculties and departments are due in September. The theme of the annual kick-off in early September this year will be the Living Values project, with a public debate including the vice president, the deans and the head of administration, and led by MCO Ambassador Professor Caroline Parker. The input on institutional values will also be used on this occasion for

creating word-clouds, which will concretely visualize which values are particularly central to Stockholm University staff and students.

The University of Tasmania (Australia)

The 'Cascading Conversations' methodology that has been introduced by our Vice-Chancellor Professor Rufus Black seeks to engage systematically and systemically with staff on matters of shared importance, the first being the settings to guide a new University strategy. Prompted by the FAQs which accompany our Statement of Values, we might ask of this current process:

"Is what we are doing in the Cascading Conversations:

- Creating and serving shared purpose?
- Nurturing a vital and sustainable community?
- Focusing on opportunity?
- Working from the strength diversity brings?
- Collaborating in ways that help us be the best we can be?"

While it is early days, the answer to all of these is "yes".

Could we be doing better with regards our values-in-action? The answer is also "yes".

While the shape of any future values-focused work is yet to be determined, our continued engagement with the MCO and its member institutions will help us to do this in the best possible way.

Developing the University of Tasmania's Statement of Values, and evaluating the benefit of the Living Values Pilot Instrument

1. Provenance of the Statement of Values

In April 2009 the University of Tasmania undertook its first ever staff survey. Following this survey, known as *Your Voice*, three working groups were established to contribute to the development of an action plan to address the survey outcomes. One of these groups was the Culture and Communications Working Group (chaired by Professor Margaret Otlowski), which had within its scope the task of:

"Addressing issues highlighted in the survey such as the

- Desire for a more collegial, consultative and collaborative culture of decision making; and
- The need to ground the University of Tasmania's activities within a more explicit

conception of institutional values, a strong ethical base and a more trusting and transparent culture within the institution..."

The development of a University of Tasmania Statement of Values was a key recommendation in the Culture and Communications Working Party's (CCWP) Final Report. The CCWP recognised how important a values statement, which reflects the shared views and values of the University community and guides decision-making processes, would be for positively shaping the culture of the University. It also signalled that the process for developing the statement of values was an opportunity

for demonstrating collective values in action. This recommendation was accepted and the development of a Statement of Values featured in the *Your Voice Action Plan*, endorsed by the University's Senior Management Team (SMT).

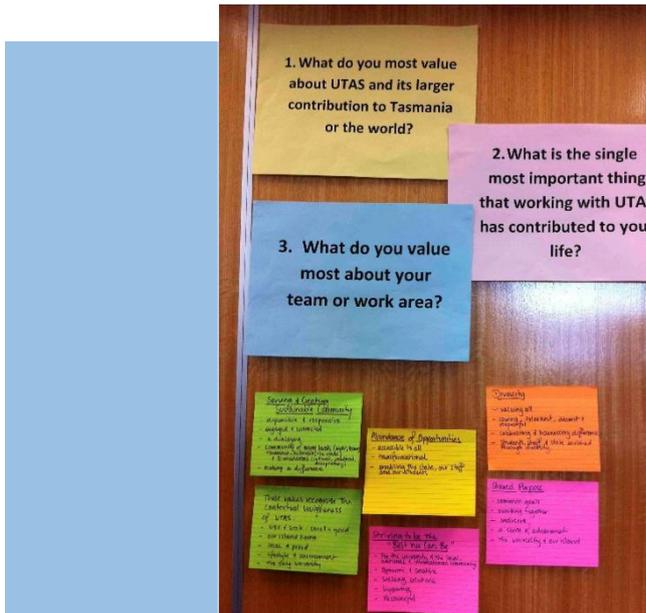
2 Creating the Statement of Values

Following the endorsement of the SMT, the University embarked on an institution-wide process of engagement and conversation to develop a University of Tasmania Statement of Values. The process was led by a team of three who came together to create and implement a participatory process with the guidance of an external consultant with strong expertise and experience in participatory leadership methodologies. Importantly, this group included a member of the SMT, (then) Dean of Law, Professor Margaret Otlowski. As the project matured, this group extended to become a 'core group' of around 8 staff drawn from multiple levels of academic and professional staff from across the University. This tight-knit team, many of whom had been trained in the participatory leadership methodologies adopted through this process, was highly visible throughout the development of the Statement of Values and adopted a co-leadership model that sought to devolve that leadership to all participants engaging in the process.

Consultation began with a cross section of University staff being invited to a Values Scoping workshop. These 40 participants helped to shape both the focus of inquiry into values and the process. Once a process and plan were finalised, an open invitation was sent to all University staff to participate in an interactive process called 'Shape Our Future'. A wider communication plan, including a poster campaign, was implemented to promote the opportunity to 'Shape Our Future' across the University.

Staff were invited to participate in a variety of ways. Some 150 people chose to give their feedback, answering an online questionnaire about values and sharing their stories. Some people participated in a one-on-one interview process. Almost 200 staff attended one of the six workshops that were held at the University's Tasmanian campuses (Hobart, Burnie, and Launceston) as well as its site in Sydney. An important additional purpose of these conversations (also contained as an action item in the *Your Voice Action Plan*) was to introduce and extend awareness of participatory leadership methodologies by using them to guide these discussions. An 'appreciative inquiry' approach sat at the heart of the methodology for this 'Shape Our Future' process.

The process culminated with a 'Distillation Day' where a team of 20 staff volunteers, as well as an external member of the University Council, all of whom had participated in one of the above activities, sifted through the material generated to find themes, values sets and meanings and to determine the most resonant values for inclusion in the Statement of Values. From this distilled material, a draft Values Statement was prepared by the core team and then shared with the distillation group for feedback before being released by the Provost – who was the Senior Executive lead of the *Your Voice* and Statement of Values projects – to the wider University community for consultation. When writing to colleagues the Provost highlighted some of the key attributes of the draft Statement of Values:



“Strong themes that came through during the consultation process were the importance of articulating our strong operational values alongside ensuring that we live our values well and implement them day to day. After grappling with semantic issues about ‘what are values’, ‘what are virtues’, ‘what are actions’, the consultation draft sought to capture the best of both of these approaches, naming core operational values and then identifying how these are translated into action in our daily lives.

It was always the aim that the Statement of Values be a relatively brief document – under a page. While this has been achieved, it was also clear that the UTAS Statement of Values would benefit from an elucidation of its meaning. This has created a document that is more likely to engage people, spark discussion and hopefully inspire and positively transform us, individually and collectively.”

In preparing the Statement of Values, the core team had considered how other universities had framed their values statements or codes of conduct or statement of principles. The approach adopted for the University of Tasmania’s Statement of Values was to recognise the importance of the fundamental values that underpin academic integrity and to identify core themes emerging from the consultation process that help translate core operational values into conduct that should guide our daily actions – individually and collectively.

The University of Tasmania’s Statement of Values was designed to sit alongside and help identify how the University achieves its Mission and Vision. It was anticipated that once finalised and endorsed that the Statement of Values would inform future strategic planning, governance and operations at the University.

3 Releasing the Statement of Values

Following endorsement by the University Council, the University’s new Vice-Chancellor, Professor Peter Rathjen, released the Statement of Values to the University community. At the time of release, a set of Frequently Asked Questions were prepared to help the community bring these values to life, and these remain accessible on the Statement of Values website. These are quoted in full to help show how the provenance, creation and intended use of the Statement of Values was explained to colleagues:

University of Tasmania Statement of Values: FAQs

What's the difference between values and what we value?

There has been extensive work done on the fundamental values that underpin academic integrity. We felt it was important to list them here, but to go further. We wanted to create a statement that would both mirror the uniqueness of the University of Tasmania as well as help us to strongly act on our values. All of the statements you see here are built from the contribution of University of Tasmania staff. Their personal stories told us both what they most value in our community and what they believe help us to be at our best. The definitions of the statements were also drawn from staff input.

Where did the values statement come from?

In 2010, the University committed to a stakeholder conversation with the purpose of creating a statement of collective values. These values were intended to inform the nature of life and work at the University. Feedback from the "Your Voice" survey indicated that the way we created the values statement had the possibility of demonstrating exactly what it is intended to produce – collective values in action. A small team came together to create a participatory process and deliver a Values Statement by the beginning of June 2011.

Where do values fit in?

The Statement of Values is designed to complement our current Mission and Vision statements. These statements speak to what we do. They are very clear about the excellence we need to display, as well as how we perceive our role and character. Here they are:

Mission

The University of Tasmania is committed to continuing its long tradition of excellence in the creation, preservation, communication and application of knowledge, and to scholarship that is global in scope, distinctive in its specialisations and that reflects our Tasmanian character. The University will provide leadership within its community, thereby contributing to the cultural, economic and social development of Tasmania.

Vision

The University of Tasmania will be ranked among the top echelon of research-led universities in Australia. The University will be a world leader in its specialist, thematic areas and will be recognised for its contribution to state, national and international development. UTAS will be characterised by its high-quality academic community, its unique island setting and its distinctive student experience. UTAS graduates will be prepared for life and careers in the globalised society of the twenty-first century.

Our Statement of Values speaks about the kind of community we want to be in order to deliver on these statements. It speaks about who we are together, and the actions that will take us to success.

Who will be held accountable?

We are all accountable for working in ways that uphold and strengthen our values.

Why does the statement have footnotes?

We felt it was important that everyone could read the background on the fundamental values for academic integrity. It is also helpful to be reminded of the enduring heritage of university life and academic freedom. Footnotes make it easy for everyone to be connected to the same source material.

Why is the statement worded this way?

You may notice that our statements have an action focus. They are purposefully written in the present affirmative, so they can act as a prompt for deeper conversation and inquiry. We can look at all the elements of a statement such as **collaborating in ways that help us be the best we can be**, such as:

- What are the ways we are collaborating now? How well is that working?
- In what ways can we improve our collaborating? Where can we look for innovative partners?
- What is the best we can be? What's better than that? How do we get there?

Or we can look at the whole statement at once:

- Is what we are about to do **collaborating in ways that help us be the best we can be**?
- How can this project help us focus on **collaborating in ways that help us be the best we can be**?
- Where are we already **collaborating in ways that help us to be the best we can be**?

What can we learn from that?

The statements are intended to be challenging; but focusing on them will take us closer to being the University we truly want to be. The Values Statement is a conversation starter, and it is our community conversation and collective action that will make the difference to our future.

4 Using, and assessing the benefit of, the MCO's Living Values Instrument

There was widespread, almost unanimous, support for the process and the Statement that was produced by it. Indeed, the process fostered much optimism and goodwill.¹⁰ Given this success, it provides a good opportunity to test the Living Values Pilot Project's Instrument – both identifying any points of alignment, and possibly any attributes from either the 'Shape our Future' or 'Living Values' projects which could be improved. While each of the projects have different intentions, they share a core aim to establish/review values in a university setting, both those that are living and those that are aspired for.

A table highlights where, and to what degree, the two projects aligned. It uses a 'traffic light' approach, where **green** indicates strong alignment, **orange** signifies some alignment, and **red** shows limited alignment. This can be found in the [University's report](#).

The benefit and veracity of the MCO's Living Values Pilot Instrument is made clear in that Table. The proliferation of 'green' confirms that the approach and methodology employed to develop the Statement of Values was a key contributor to the success of this project. It also makes stark some key oversights, in particular:

- 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, 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.