LIVING VALUES

CHANGES AND BENEFITS REPORTED BY INSTITUTIONS ENGAGING IN THE LIVING VALUES PILOT PROJECT

Outcomes from the pilot universities

1. The pilot projects have been operating for just one academic year and hence are still at an early stage. The project is 'work in progress'. Nevertheless, outcomes have been reported and can be seen in context and in more detail in the reports of the pilot sites.

2. The outcomes reported by pilot sites included:

   - identifying values that will guide the next strategic plan;
   - identifying processes to engage with staff;
   - the inclusion of values in staff induction processes;
   - the inclusion of values in student induction processes;
   - communication of values through posters/banners displayed in the university;
   - academic core values playing a more dominant part in new university strategies;
   - proposals of new/additional values for the university from staff;
   - positive response from staff and students to the exercise;
   - inclusion of values in staff recruitment exercises;
   - inclusion of values in annual performance and career development reviews;
   - inclusion of values in university policies and procedures;
   - consideration of values in the awarding of scholarships;
   - embedding values in the core aspects of governance and
   - reflection on the link between values and behaviours.

More details from each of the pilot universities are below.

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

The project helped us to measure the living values in various discipline in the AASTMT specially the places where values were not applied.

The AASTMT has benefited from the project by ensuring that AASTMT applies the objectives of the core values project's instruments.

The University of Bologna (Italy)

For the new version of Magna Charta Universitatum UNIBO suggests the concepts of sustainability, social responsibility promoting Global Citizenship education be included. The importance of embracing diversity (gender, culture, religion, diverse perspectives and tasks).

The identified Identity values of the University of Bologna will guide and inspire our next strategic plan 2019-2021.

The University Politehnica of Bucharest (Romania)

From an internal perspective, we expect to:
- Improve value-based institutional governance;
- Develop and improve institutional practices;
- Spread good practice throughout the organization;
- Improve decision making process.

The main benefits of building a value-based organizational culture:
- informed decision making for the strategic plans;
- cooperative solutions to organisation's goals;
- increased organisational effectiveness.

From an external perspective, we expect to:
- improve the university's reputation;
- gain insights from partners more experienced than UPB in terms of value-oriented leadership;
- build trust with stakeholders.

For the future:
- We should create an efficient quality assurance system for the university, which covers teaching, research and administration, and includes ongoing program evaluation and feedback to students.
- We should continue to develop its communication activities, both internally and externally, for the benefit of society and the university.
- We should use ideas from staff at all levels and stages of experience, not just to contribute to the written plans but also to take forward actions.

The University of Campinas (Unicamp) (Brazil)

The project is still in progress. What we can anticipate is an increase of the awareness of Unicamp's academic community about its values and principles. Unfortunately, during the regular course of the years, the community has had few opportunities to discuss what are the main living values, or how they should be.

Being still in stage 3, we are unable at this moment to state if we will live differently or change our processes.

We can anticipate the production of an Action Plan to spread discussion of these values that will help the revision of the Strategic Planning, and related processes (communication to stakeholders and institutional evaluation).

It is important to highlight the importance of external stakeholders to this process, and the need for that, under the circumstances of being a public institution, dependent on State taxes, compromised with its social role. After the project is well developed inside Unicamp. It is important to share its results and call external partners to review and comment. One necessary step must be the presentation and discussion at a Consu meeting, where there are representatives from the external community. Giving visibility through diverse university

committees and working intensively with communication, it is possible to be closer to other stakeholders, including State of São Paulo governance, general public, etc.

The proposal of self-assessment and discussion of the values of the Magna Charta project pilot are aligned with the projects under development at Unicamp in search for a transparent, sustainable, participatory and socially responsible management policy. In our recent workshop, we voted to prioritize six top values to guide further group discussion.

The list of prioritized values according to the workshop was:

- Social responsibility
- Institutional autonomy
- Accountability
- Academic Freedom
- Academic Rigor and excellence
- Sustainability
- Inclusive excellence
- Equity and diversity
- Integrity
- Creativity
- Foresight
- Institutional commitment

The first value chosen was **social responsibility**. According to workshop participants, this value is observed in research topics, the health care provided by its hospitals, having Unicamp as a pole of culture, in the presence of Unicamp professionals in public management, among others. The original list of values represents general skills and competences that Unicamp students should develop (interdisciplinary dialogue, leadership, critical thinking, creativity, etc.). The new list is more comprehensive, valuing social responsibility, social inclusion and diversity, associated with merit and excellence.

The University of Mauritius

We have not changed our values. What has changed is the manner in which we are to view the Living Values Project. It has become clear to us that this project cannot have an expiry date. For the University team, it is in fact the beginning of a process to promote our values over the years.

It is hoped that the outcome in the long run will be to produce a generation of students who have more respect and tolerance for other points of view. A class of citizens who will be able to discuss intelligently without launching into personal attacks. We also feel that we shall be able to produce people who will document themselves properly on a topic before emitting an opinion on same.

Staff who will be willing to assume responsibility for their actions and be accountable for same.

The process will help to embed values more fully into the behaviour of leadership, faculty, staff and students. It will greatly improve our level of productivity, satisfaction and well-being at the University. Ultimately, as our students move on to assume roles of responsibility in different spheres of life, the process started here will act as a transformational agent to better our society at large and contribute to a more global citizenship.

We will implement a concrete and pragmatic set of measures to increase awareness of values and sensitize staff and students to them.

On the advice of our committee members well-versed in such matters, we have decided, in the first instance, to create an impact by putting up banners and stickers of our Values in well-frequented spots on campus during the orientation week, end of July-beginning of August. These were recently approved by Senate for use during our orientation week.

Secondly, we plan to hold a series of talks on these topics to our students and staff. These will start in the first or second week of August, soon after resumption of term.

Thirdly, we intend to have workshops led by persons already in this field.

Finally, we will also hold discussions with other stakeholders to study the possibility of introducing Values into our student curriculum and as part of staff continuous professional development.

The Peoples' Friendship University of Russia

The early results show that university values are being aligned with the personal characteristics and needs of students. The following values were listed: Multinationalism, Tolerance, Friendship, Discipline, Punctuality, Tactfulness, Responsibility, Courage and Being Happy

Stockholm University (Sweden)

Academic core values, both fundamental and institutional, will play an even more dominant role in the new strategies for Stockholm University. Living values will be on the agenda not only during the pilot project, but also as the strategies are implemented. In addition, a change of the institutional values can be anticipated. Openness as a value is something that most staff and students can identify with, but the other two values seem less well anchored in the organization. A number of new values have also been proposed, out of which a couple of new values may possibly be identified:

A university for the big city
A university / knowledge in the midst of society
Academic approach
Breadth and cutting edge
Collegiality
Confidence
Creativity
Critical thinking
Curiosity
Diversity
Education and culture
Education and research integrated
Equal rights
Fundamental research
Inclusion, involvement
Inspiring
Long-term perspective
Perception, sensitivity to different views

Quality
Reflection
Reliability
Respect
Responsibility
Sustainability
Truth seeking/truth

Since Stockholm University is still in the middle of the pilot project, it is too early to draw any conclusions about the benefits as yet. However, the response has been very positive from staff and students alike. At a time when fundamental societal values – peace, democracy, free speech – are under debate internationally in society as a whole, it has been perceived as especially important for the university to undertake a self-reflective process on fundamental and institutional values.

The University of Tasmania (Australia)

Following the completion of the 'Shape our Future' project and subsequent launch of the University of Tasmania's Statement of Values, there have been various actions undertaken to ensure the Values are woven into the fabric of the University and are truly embedded. The following is a non-exhaustive list of actions to date:

- the Values feature in advertising and staff recruitment processes and are included in all our position descriptions;
- the Values are included as part of the annual (at least) Performance and Career Development process - for both academic and professional staff;
- framed copies of the Values are displayed across the University;
- the Values are contained in relevant Policies and Procedures across our University including in the University Behaviour Policy applying to all staff and students;
- the Values are considered in the application and selection of Career Development Scholarships (for example, one of the two themes for the Scholarships in 2017 was "cross organisational collaboration");
- the Values underpin how we approach and work with our staff (for example, organisational redesign and recruitment; as part of our position descriptions; and interview questions);
- are included in the University Strategic Plan, *Open to Talent*;
- elements of the Values also form part of the Vice-Chancellor's Annual Review process, are included in the Graduate Quality Statement; have been expressly referenced in the 2018 Convocation Address for commencing students along with a short video which include the values: https://spaces.hightail.com/space/RnBiOzthO2.

Upon her return to Tasmania from the MCO workshop held in Glasgow earlier in the Living Values process, the Chair of Academic Senate utilised this workshop's framework to lead a strategic session with Academic Senate to consider the following questions in relation to the University of Tasmania's *governance, students, curriculum* and *research*:

- What experience do we have of putting values into practice?
- What are the challenges and what do we know about how they might be overcome?
- How do we collectively facilitate the embedding of values?
- What are the priorities?

This led to lively and constructive discussion at Academic Senate of which a brief summary follows:

Academic Senate Session on Values in Practice: Summary of key discussion points

Governance

Members reported on the embedding of the University's Values in the three core aspects of governance, with the following priorities:

- Explicitness – The Values are known, displayed and prominent. The Values guide the deliberations of all important decision-making bodies of the institution. Each year, and more often for critical matters, decisions will be assessed against the Values (i.e. has this decision been made in a fashion and with an outcome that is aligned with the University's Values).
- Collegiality and Consultation – The University is founded on the principle of collegiality and consultation as a mechanism to achieve and demonstrate this. These will be used to drive how decisions are made consistent with the values.
- Transparency – When decisions are taken there will be feedback outlining how consultation was used.

Students

Priorities in this area were outlined as:

- the need for staff to model the behaviours and demonstrate the culture expected from students and the importance of identifying and 'calling out' behaviour that does not model our University Values. A Code of Conduct could be utilised to describe the behaviours expected of both staff and students; and
- the need to acknowledge, recognise and respect the diverse student population, undergraduate, postgraduate and alumni included.

Other challenges include how to encourage students to be involved, how to incentivise them to engage and how to continue to engage distance students. To this end, it was agreed that student representatives should be involved in all Committees, not just the overarching governance bodies.

Student feedback would be listened to and acted upon with advice on how their feedback had been used to inform change reported back to students. By way of specific example, the agenda item on student feedback has been moved to the front of University Learning and Teaching Committee agendas so that it is afforded an appropriate amount of time and is not a rushed item at the end of the meeting.

Curriculum

Members indicated a need for more consistent opportunities to discuss the practical implications of the Statement of Values and to use those Values in developing potential solutions to problems. The need to increase awareness of the Statement of Values was also highlighted. It was suggested curriculum renewal was a good opportunity to include the University's Values front and centre through the course proposal templates. Values could be made visible through overt reference in intended learning outcomes and assessment. Finally, references to the Statement of Values could be incorporated into e-mail signatures and lecture slide templates.

It was also recommended that the University's Statement of Values include a statement about the curriculum being student focused with the student voice playing a central role.

Research

Members agreed that researchers should exemplify the University's Statement of Values, whilst recognising that the research process can be regarded as competitive and individualistic. Ongoing challenges identified include:

- the need to be respectful regarding feedback on grant or ethics applications;
- identifying and building on opportunities arising through embedding research in the community whether that is the wider public or discipline-based communities; and
- locating the University physically in the heart of communities and inviting them to participate fully in the research process.

Academic Senate found it useful to reflect on the University's values and how they may be linked to day to day behaviours. Members were supportive of the ongoing development of a process to articulate how the University's values may be fully embedded into the business of University life at both institutional and individual levels. It was suggested that a participatory and consultative process for developing guidance on how the wider University community can put our values into practice would help build and model a positive culture.

The session concluded with a recommendation that the Vice-Chancellor approve the development of an institution-wide process which seeks to "examine the need to refresh and reaffirm our commitment to our Statement of Values and develop a process to articulate how the Statement of Values may be put into practice on a daily basis." This recommendation was endorsed at the February 2018 Academic Senate meeting, at which the report from this session was tabled.

The benefits and challenges for the University of Tasmania arising from the Living Values Pilot Project

The Living Values Pilot Project – in particular its associated instrument – has highlighted the strengths and weaknesses of the values-focused work that the University of Tasmania has been undertaking since 2009. This will prove invaluable for any future values-themed work that we undertake.

Furthermore, through our ongoing active engagement with the Magna Charta Observatory and peer universities we have recognised that our work to date offers a powerful story for others at different stages of introducing values into universities – being able to share this story and learn with others is rewarding in and of itself.

A key underlying message in this report is the importance of acknowledging, understanding and responding appropriately to your institution's current context, being careful not to simply launch into a given project and/or apply whatever 'tool' is available. While this is vital for any successful project, projects that are focused on culture must be particularly alert to this as the best intentions can soon result in unintended outcomes. Mindful of this, the University has engaged in the Living Values Pilot Project with a retrospective glance, firmly informed by its present conditions, where it has been agreed that it is not the best time to be implementing the project. Specific values-based project work will occur at a later time and will draw upon the recommendation from Academic Senate as well as our engagement and learnings from the MCO Living Values Project.

So, while we share our experiences here, we also emphasise that this experience has confirmed that there is no standard approach, and rarely can an approach that was successful once be simply replicated at the same institution or elsewhere. We invite others who choose to undertake similar values-led work to be equally alert to the risks of applying

an 'off the shelf' approach, and the need to tailor their work, specific to institutional nuances and the current context.

The Living Values instrument is helpful and clear about not prescribing any approach, noting that it "can be adapted for use in particular settings". Nonetheless, in a busy and complex operating environment which is vulnerable to a culture of 'quick fixes', the temptation to seek out and apply a ready-made solution remains, and any signs of such an approach are to be challenged. Only then will values-focused process help evolve an institution's culture in beneficial ways.

This points to another risk of such processes. If the aim is to evolve an institution's culture in beneficial ways it is vital that it does this in ways which do not perpetuate the unhelpful aspects of the culture it is seeking to improve. Given the instrument's stated potential benefit in "enhance[ing] the effectiveness of governance and other internal processes," it seems important to interrogate the potential additional bureaucratic burden values-focused activities may bring to these.

The area of greatest risk here seems to rest with endeavours to understand, define, implement and monitor the 'value of values' across different domains. The approach shared at the 2017 conference in Glasgow (and picked up by our Academic Senate) provides an example of this, with its aim to understand, define, implement and monitor values across different domains of a university (ie. research, governance, students, etc...) and for particular sets of individuals (ie. executive, managers, students, stakeholders, etc..). While the benefits of these conversations are evident, there is an inherent risk that pursuing such an approach, especially its implementation and monitoring components, could introduce additional administrative demands which may be resisted by staff and work counter to the values project's goals of improving culture and enhancing processes.

We offer no answer here, rather we highlight this dilemma and the need to be cognisant of it. One approach worthy of exploration arises from returning to the people-centred principles the instrument offers for creating a Statement of Values. With a focus on consultation and participation, these same principles may be the best approach to assessing the benefit of this work, embedded meaningfully into other staff engagement activities, rather than introducing a new set of processes into an already over-burdened environment. The 'Cascading Conversations' methodology recently introduced to the University of Tasmania may offer one such approach.