

## Using values to enhance leadership in higher education

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This presentation is based on the premise that, as leaders of learning and teaching in higher education, there is value in consciously interrogating and utilising our values to inform our professional decisions or judgments. A second proposition is that doing so more frequently, more deliberately, and more informedly, has the potential to enhance our leadership and our resilience. We can, and arguably should, transcend decisions based solely on reason or instrumental pragmatics, to integrate values such as respect, transparency, equity, and integrity. Implicit, is the idea that we can learn to do this more than we currently do.

To help you experience some lived benefits from this work we will present a hypothetical scenario you could encounter in your work and ask you to consider the probable actions you might take. We ask you to articulate the values that are implicit in your actions. Our aims are to reveal that there are no “right” answers; to experience benefits from making leadership decisions informed by interrogating relevant values; and, to find ourselves better able to consciously do that.

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Associate Professor Duncan Nulty recognised for his expertise on institutional policy and practice in the assessment of student learning academic standards curriculum design and, the evaluation of educational programs (including student evaluation).

He has a significant and sustained record of academic leadership, research, and community service with a particular emphasis on leadership and institutional change in relation to strategic issues of institution-wide impact and significance.

Dr Alison Owens is a senior lecturer in academic development and an adjunct Associate Professor of Education at Central Queensland University (CQU) with more than 25 years' experience in teaching and researching education in University contexts. Alison is the recipient of many internal and external research grants and publishes widely on higher education topics.