

A values framework and self-assessment tool to improve tertiary academic leadership.

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- Our proposition is that we will make better decisions, and be happier in our work, if our decision-making is more mindfully informed by our values.
- This is something we can learn to do.

Literature review highlights – Values frameworks

- As we know, there are several frameworks that reference values in higher education.
- Examples include:
 - The Teaching Criteria and Standards Framework, and
 - The UK Professional Standards.

Literature review highlights – Graduate Attributes

- Our institutions also reflect values in various ways.
- For example:
 - Through the development of “Graduate Attributes” which codify the idea that through our teaching, graduates will have imbued values. An example from ACU:
- GA3: Apply ethical perspectives in informed decision-making.

Literature review highlights – Broader paradigms: CST

- Values are reflected in broader paradigms too.
- For example, “Principles of Catholic Social Thought” include:
 - The dignity of the human person, the common good, solidarity, and subsidiarity.

Leading to:

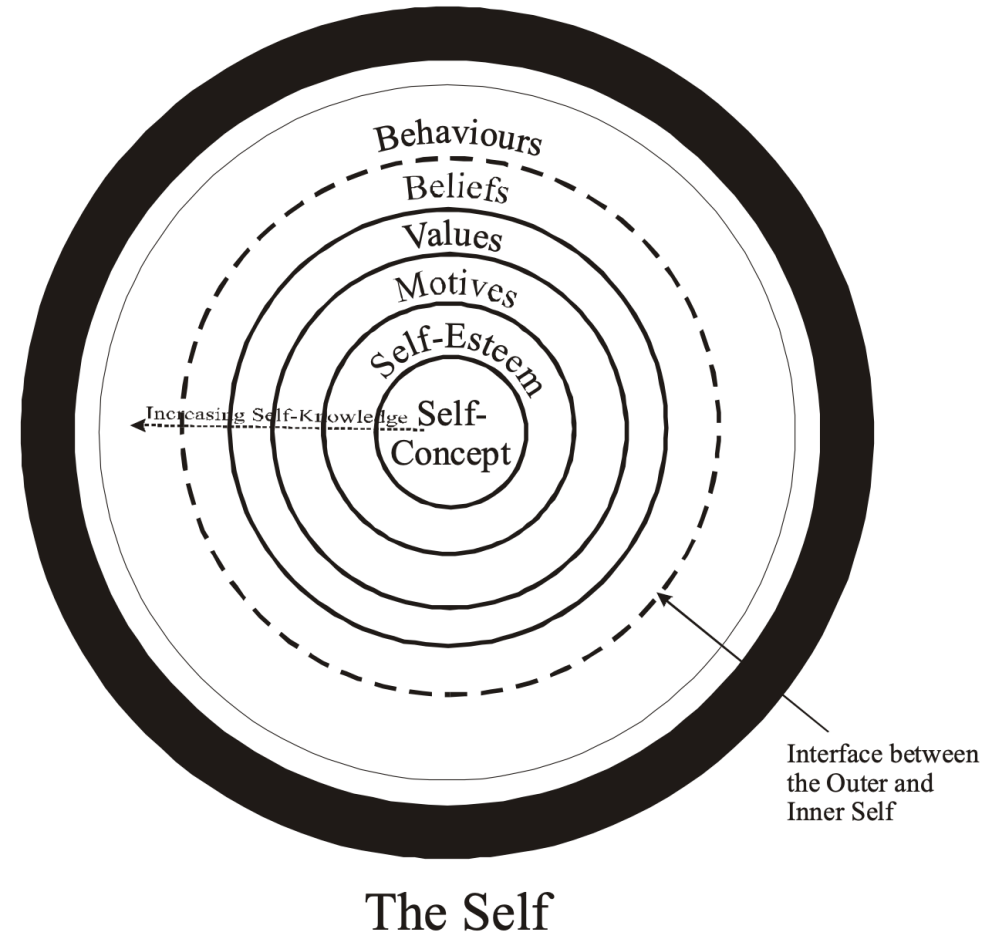
- Preferential option for the poor, Participation, Economic Justice and the Stewardship of creation.

Literature review highlights – Broader paradigms: Humanism



Significance of values

- The significance of values is variously shown. For example: Branson, 2004 placed values in an onion-like layered model that shows the relationship between one's *self-concept (at the core)* and self-esteem, motives, values, beliefs and ultimately to , *show our "outer self" through our behaviours.*
- So values link "who we are" to "what we do".



Values-based leadership in Education

- Our literature review found plenty of studies that focused on *school* leadership, particularly, the role of Principals in the success of a school and achievement of learning outcomes.
- However, we found minimal empirical investigation in the literature into tertiary education leaders' perceptions and how they apply values to decision making in practice.

Leadership values impact on academic institutions.

- The focus of our study is on:
 - Identifying the values tertiary education leaders engage with,
 - determining what values they prioritise,
 - and determining how they apply them in practice.
- Some of the most useful literature for this focus is from Wm. B. Calder (2018).

- Equates values with an education institution's identity.
- Positive results are the outcome of alignment between values and actions.
- The focus is on identifying leadership values and understanding how these values relate to actions.
- Calder encourages academic institutions to engage in values discovery, and usefully highlights common values in higher education: **respect, transparency, equity, and integrity.**

- Jamie. M. Calder works with us at ACU. Comparable to Wm. B. Calder he argues for “*mission literacy*”.
- Mission literacy involves being aware of, and acting in accordance with the values that are implicit and explicit to the institution's mission.
- This results in a mutual flourishing for the institution, it’s members and participants – particularly the mission literate ones.

Identifying values and their use by leaders in HE

- Our study is in three phases, beginning with two surveys targeting HE leaders – that’s you!
- The first asks for scenarios in which values are a key component of the decisions you might make as a leader to navigate through (or out of) the scenario, and what those values are.
- Based on these data, the second survey will provide you with composite scenarios and suggest values that you might apply. It will ask you to choose or describe your most likely response to the scenario and the values that you would apply.

A self-assessment tool

- Ideally we will collect sufficient data to suggest which options and values are most prevalent among leaders.
- This can be used as a point of comparison and contrast to aid reflection for awareness raising.
- Implicitly, no response is “wrong” or “right”. But greater awareness of the values one could use should assist with future decision-making consonant with one’s own values.
- In particular, we hope to surface the idea of *teaching students with a focus on values* and the *development of the often overlooked affective domain* so critical to several GAs (and the future of the planet).

- **Scenarios include:** several about student assessment practices; adverse effects of COVID19; human resources matters; the operationalisation of information technologies to support learning and teaching; academic professional development, ...
- **Values** drawn upon by educational leaders when responding to these:
 - X4 Integrity, professionalism
 - X3 care, trust
 - X2 responsibility, respect, fairness, collaboration, collegiality,
 - X1 Compassion, kindness, the value of “connection”, honesty; courage, leadership, diversity, equity, empathy, patience, persistence.

An example scenario:

Imagine:

- Your institution has a policy stating that for assignments submitted late, a penalty is applied at the rate of 5% per day after the due date.
- Is this 5% reduction applied to the total available score for the piece of work (such as 50/50), or to the score actually achieved by the student in their late submission (say, 30/50)?

Scenario continued: The maths

- Five percent of 50 = 2.5 marks.
 - So, if a student submits 3 days late this would result in a “penalty” mark reduction of $3 \times 2.5 = \underline{7.5 \text{ marks}}$.
- Five percent of 30 (the mark the student would have got if it wasn't late) = 1.5 marks.
 - So, if a student submits 3 days late this would result in a “performance adjusted” mark reduction of $3 \times 1.5 = \underline{4.5 \text{ marks}}$.
- For the student who would otherwise have got 30, their final mark could be either:
 - $22.5/50$ = a mark not validly reflective of actual performance = Fail
 - or
 - $26.5/50$ = a mark validly reflective of actual performance = Pass

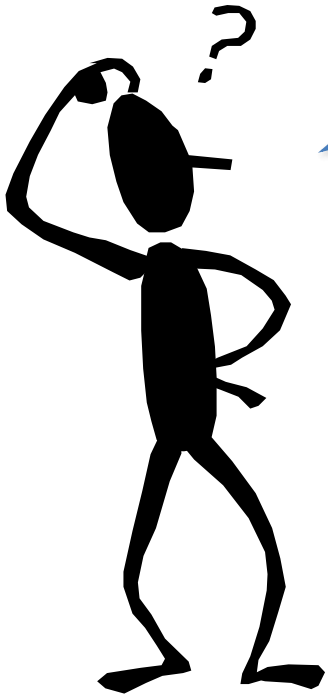
How do values factor here? Let's vote!

- LINK TO SURVEY
- [NB For readers: this survey confirmed different views about the most appropriate path and led to debate about the different values that could be applied to justify each position. e.g.s: Compassion, validity, professional integrity for the “performance adjusted mark”, efficiency, simplicity, deterrence for the “penalty mark”].

- If we can recognise that values are so fundamentally integral to our professional efficacy, our emotional wellbeing, our sense of satisfaction and achievement.
- And, if we know in our hearts as well as our minds that they are an implicit guide to “making a difference” and “doing the right thing” ...
- As leaders, we have the moral and professional imperative to act in ways that improve our ability to be consciously aware of these values, and to consciously use them in our professional and personal lives.

Your questions?

The value of
values?!



Comments/Suggestions/ Questions?

If you found this helpful, tell everyone.
If not ... just tell us.

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