

**SCHOLARSHIP OF LEADING SPECIAL INTEREST GROUP:**

**MEETING OCTOBER 13, 2017**

**Co-Chairs:**



**Carol Rolheiser** is a Professor, Curriculum, Teaching and Learning and Director of the Centre for Teaching Support & Innovation, University of Toronto, Canada



**Angela Carbone** is an A/Professor in the Office of Learning and Teaching at Monash University, Australia

**AGENDA**

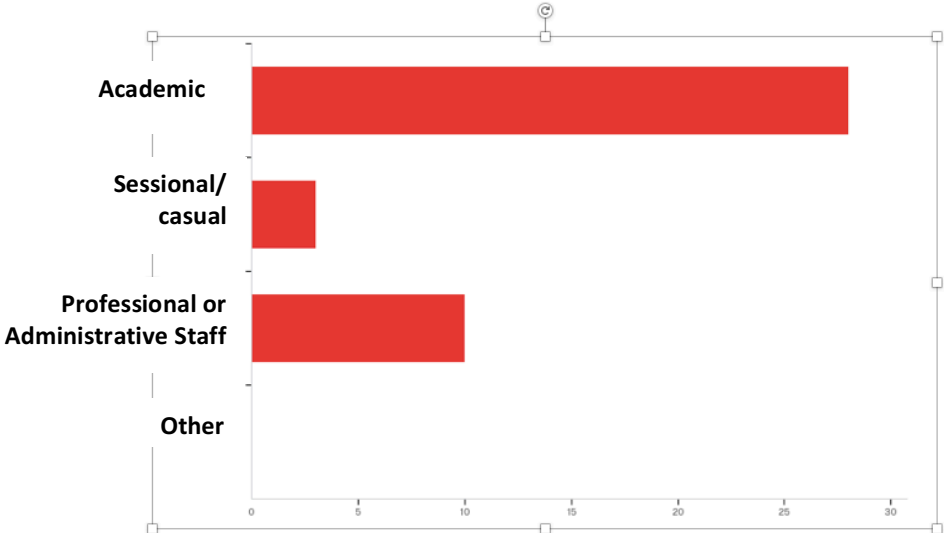
- Welcome & Introductions
- Mission of the Scholarship of Leading SIG
  - Committed to pursuing scholarly work on the relationships between leading, teaching and learning, this interest group's mission is to create opportunities for dialogue, to promote scholarly research on the topic, and to provide support to ISSoTL members interested in and engaged in leadership.*
- What's our interest?
- Scholarship of Leading Pre-Survey- Results
- Discussion | Beginning conversation regarding what is the "Scholarship of Leading?"
  - what stands out for you?
- Contact details for continued networking

**Scholarship of Leading Pre-Survey Results (Carbone & Rolheiser, 2017)**

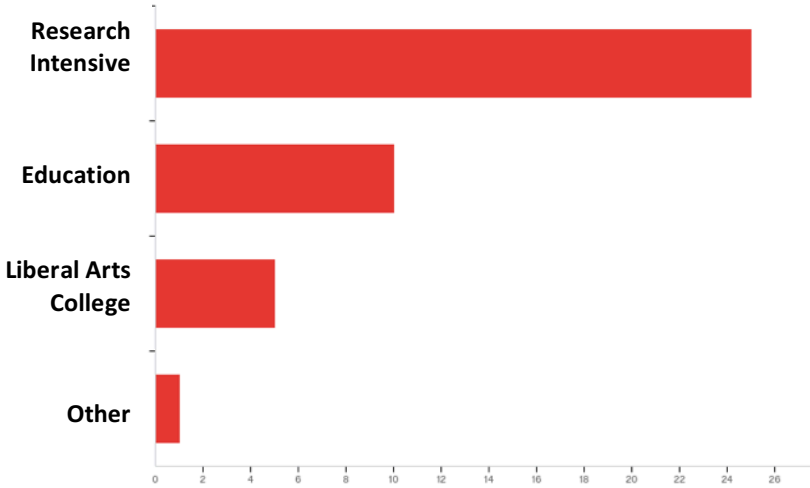
Total Membership in SIG: 161

47 recorded responses, including 38 completed responses

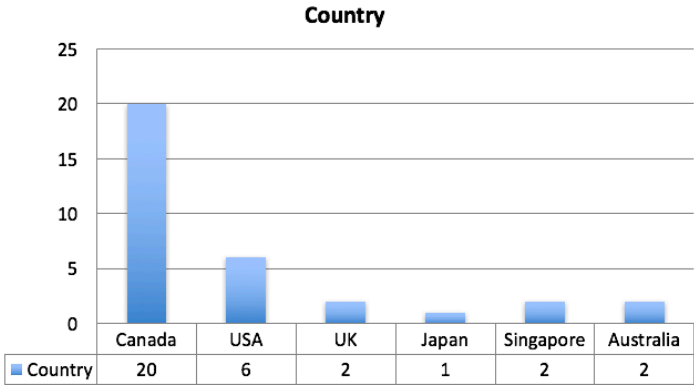
Q2 - Role



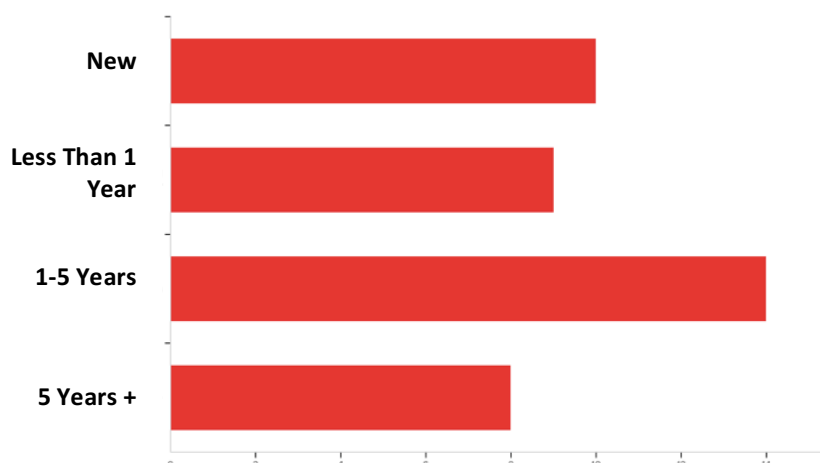
Q3 - Institution Focus



Q4 - Country



Q5 - How long have you been a member of ISSoTL?



Q6 - Do you identify yourself as an educational leader?

#	Answer	%	Count
1	Yes	78.05%	32
2	No	21.95%	9
	Total	100%	41

**Q7 - If Yes, Why?**

- Collaborate and lead education and professional development of others
- Looking at a new area of research and/or sustained research/scholarship
- Provide mentorship support
- Institutional and large scale changes, national and international initiatives
- Positional roles (e.g., Direct a unit)
- Informal leadership

Q8 - If you were to list a theme(s) related to your interest in the scholarship of leading, what would those be? (Select all that apply)

#	Answer	%	Count
1	mentoring/coaching/c onsultation/training	24.59%	30
2	models of leadership (e.g. distributed leadership)	15.57%	19
3	building educator capacity	19.67%	24
4	development or reform of curriculum	14.75%	18
5	advancing disciplinary knowledge	4.10%	5
6	education innovations in technology/pedagogy	13.93%	17
7	others (please specify)	7.38%	9
	Total	100%	122

others (please specify)
recognition & assessment of leadership
change management, organizational design
shifting institutional culture
developing our students as leaders
effective, appreciative evaluation of staff and faculty.
conceptualizing educational leadership in the domain of teaching and learning
learning, student motivation
Inclusivity and diversity
System or organizational reform

Q9 - Have you carried out any scholarly work related to examining aspects of leadership in an educational environment?

#	Answer	%	Count
1	Yes	60.98%	25
2	No	39.02%	16
	Total	100%	41

If Yes, briefly describe the focus of the scholarly work, its process or ou...
A mixed methods national study exploring mentorship in academic settings
part of a project team working to develop an institutional survey about an organization's teaching culture -- survey validation is ongoing
large qual study looking at dimensions of SoTL leadership across multiple roles
I have published on mentorship in higher education, identity considerations for academic leaders, as well as on academic development of leaders within higher education
I am presenting results at ISSOTL 2017 from my SoTL inquiry into a leadership course I delivered to three classes of students in academic year 2016-17.
Deeper understanding and publications on ED practice, ED as leadership, impact of ED initiatives.
We are currently mid-way through a research project investigating our University of Calgary Teaching Scholars initiative, which was designed to support and strengthen educational leadership across disciplines. Our study aims to conceptualize educational leadership in our setting, and to investigate how Teaching Scholars are operationalizing educational leadership in the context of their own practice.
Conducted a study of leading mentoring for teaching and the related knowledge mobilization. Have also studied leading a multi-year inquiry into practice initiative that engaged university and school-based partners

Educational developer practice in supporting curriculum change
Collaborated on this article for SoTL Canada collaborative writing groups: Miller-Young, J. E., Anderson, C., Kiceniuk, D., Mooney, J., Riddell, J., Schmidt Hanbidge, A., ... & Chick, N. (2017). Leading Up in the Scholarship of Teaching and Learning.
Scholarship of research mentorship - I have led an initiative to cultivate mentorship capacity development in the future academic sector; namely, postgraduate students.
Implementing a distributed leadership approach to course development and reporting on the outcomes
Key resource person for revising institutional policy on promotion based on education-focused merits. This work, which explicitly tries to move away from a narrow expectation for pedagogical research, was informed by established frameworks, themselves underpinned by scholarly work on teaching achievement, that aim to recognise and reward higher levels of teaching achievement with reference to educational leadership.
Led discussions on how to provide leadership at different levels of institutions; speaking about how to be a broker; planning to write about the role of brokers in negotiating different levels of institutions; thinking about the challenges faced in change management and devising solutions for them. Reading the literature on SoTL leadership.
Institutional teaching award schemes in developing staff

**Q13 - What do you hope to explore with members of this SIG?**

**Q14 - How do you currently define the scholarship of leading? (there's no right answer)**

*(see separate handout for responses to these two questions)*