

SCHOLARSHIP OF LEADING SPECIAL INTEREST GROUP:

MEETING OCTOBER 13, 2017

Scholarship of Leading – 2017 Survey (Carbone & Rolheiser) Responses

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

Networking/Sharing/Community (9)

- *Building a network to continue developing this field*
- *I'm interested in being a member of the informal community - networking and learning*
- *Learning about what others are doing*
- *Networks, ideas, possibly joint projects*
- *Capacity building, coaching roles*
- *Others' experiences and expertise - possible collaborations*
- *Learning opportunities, forming a learning community, collaborating on writing about the work we do in our institutions*
- *Building a communication network*
- *Most importantly, sharing research-based practices oriented towards developing and engaging with local-level leadership, i.e. on the meso level*

Specific/targeted goals (12)

- **Changing culture:**
 - *I would like to explore how to help new faculty adopt more learner-centered pedagogies*
 - *How to build capacity for leading educational change in higher education*
 - *Learning how to lead academic development strategically*
- **Student Engagement in leadership:**
 - *How to engage students in the leadership conversation; how to broaden the conversation beyond administrative and positional leadership*
- **Exploring Specific Aspects/Dimensions of Leadership:**
 - *Ways to rethink leadership such that the work of leaders is appreciative and inclusive*
 - *Leadership for women*
 - *I would be particularly interested in exploring how to use my position as someone who works across many different colleges and departments within the university to promote diversity and inclusion efforts*
- **Models for the structures/leadership of center/units:**
 - *Issues, pros and cons of different models for Centres in terms of faculty/staff*
- **Research projects**
 - *Research activity involving leading SoTL and linkages between formal teaching and learning centres/systems approaches to SoTL leadership*
 - *Implementation of SOTL research at my institution*
 - *Better understand the pedagogical implications of open educational practices, distributed learning, and self-guided learning*

- *Exploring scholarship related to educational leadership in higher education; publishing and collaborating on the topic*

Not sure (5)

- *Learn more about the group's focus and the members' areas of research interest*
- *unsure at the moment*
- *I admit I'm open to wherever it goes! Just hoping to learn and get great ideas.*
- *This SIG sounds very interesting but I don't actually know much about the scholarship of leading.*
- *Not sure at this point; however, I would hope that we might, as a group work on an initiative or collect data that would be of interest to, and in support of not only the SIG but also the broader SoTL community.*

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

In Pairs: Read the five groupings of definitions of Scholarship of Leading that emerged from our survey, and note anything that resonates or jumps out at you. Discuss your reflections with your partner. Would you change your definition? Construct a definition with your partner and be prepared to share it with the group.

About Research, Inquiry, Theory:

- Research involving methods and theories of leadership
- Critical and systematic examination of dimensions of being, doing, and thinking that foster development and change.
- Wow - that's a big question! As someone with an educational background in educational leadership, I see the scholarship of leading as emerging from educational (K-12) and corporate domains, and now permeating the higher education landscape. However, corporate and K-12 models advocated within the scholarship of leading are not necessarily a great fit in higher education; this requires some critical examination and inquiry. The scholarship of leading is a practice-based scholarship, which is (in my opinion) currently over-practiced and under-theorized... in other words, the scholarship of leading is collectively working on developing its theoretical underpinnings, exploring how theory informs practice with respect to leadership and vice versa.
- Any scholarly inquiry which reflects on a topic related to teaching and learning, builds on previous research in the field, and is shared with peers.
- A colleague defines scholarship as a "rigorous and informed attitude to educational and more specific pedagogical matters. The scholarship of learning and teaching (SoTL) is an approach to teaching and learning that is similar to research in that it encourages reflecting on and questioning of educational practices to achieve desired/desirable changes for the benefit of the students, the lecturers, the institution, the discipline and wider professional communities. Scholarship is similar to research in that it starts from a question about one's educational/pedagogical practice which leads to an investigation (supported by reading some of the literature on the topic of interest) which aims to change practice. A scholarly approach to teaching is strongly related and beneficial to practice (in terms of curriculum design and delivery), but can also lead to publication for wider fruition along a gradient that

goes from immediate (academics, students) to institutional (centre, institute, university), national (government, educational bodies) and international (academy at large).

- Research can be considered the highest form of scholarship in that it is highly conceptual, theoretical and systematic to be fit for peer-review but may or may not have direct relevance for practice."
- Focus inquiry related to teaching or learning that is intended to expand disciplinary (SOTL) knowledge.

About Learners:

- How learners create context from knowledge and information
- Like Trigwell (2012, p.193; also, 2013) I see the main purpose of SoTL as the "improvement of student learning through the evidence-based practice of student-focused learning ... with students being the main beneficiaries". SoTL is then a sophisticated, professional way of developing an awareness of "how learners experience the teaching and subject matter, how they go about learning in the context of that teaching and how the teaching might need to be adjusted in the light of this information ... and using that awareness to make appropriate adjustments". Consequently, I distinguish and privilege levels of SoTL that do not reach the level of education research. Though ultimately the purpose of SoTL is improvement of student learning, there can be many different dimensions of this task, and leadership and specifically institutional benefit are crucial goals in reaching that larger purpose.
- Promoting active learning

About Leadership:

- Exploration of approaches to leadership vis-a-vis the SoTL, including support for SoTL, SoTL advocacy, connecting those doing SoTL, engaging in it oneself - at all levels of an institution and beyond.
- I conceptualize in within the broader sphere of teaching and learning, so scholarship exploring the role of leadership in higher education teaching and learning, as well as the development of leaders.
- Any scholarly work that advances our understanding of and ability to discuss leadership in the academy and in academic work (including teaching)
- Systematic inquiry to better understand and improve how to provide more effective leadership practices in postsecondary education, including institutional and social support for SoTL.
- Understanding what works when trying to move individuals or an institution towards a particular goal or mission.

About Mentoring and Support:

- The scholarship of leading examines how more experienced teachers can support beginning teachers in the classroom.
- Relates to leadership of change and/or development

Models and Frameworks

- Evidence-based articulation of models and frameworks for leadership in various contexts, including institutional types, countries, cultures, higher education systems, etc. that fosters inclusivity and diversity.
- The study of the many facets of leadership, including models, processes/products
- That there are scholarly frameworks for leadership/leading change - i.e. theoretical underpinnings; that there exist known strategies for leading change. In other words, I believe there is a body of relevant literature that informs us on this issue and that we do not have to do things from scratch, in isolation, outside the established literature. This means that the scholarship of leading is an approach to leadership that is well supported by literature of some kind, and that there is a way to systematically investigate and evidence the outcomes of change management/leadership.
- I am interested in a scholarship of leading focused on recognizing the variety of power dynamics at play within university systems and finding ways to harness that power at a variety of levels to create meaningful small and large-scale change.

Alternative

- I'm worried the scholarship could be too much naval gazing, but I would value the conversations