

THE SCHOLARSHIP OF



MINI-CASES OF EDUCATIONAL LEADERSHIP IN ACTION

Atlanta, October 11, 2019 | ISSOTL19

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GROUP POLL



SESSION OUTCOMES



As participants you will engage with the Scholarship of Leading (SoL) by:

- reviewing key findings from mini-case studies on educational leadership generated through an initiative of the Scholarship of Leading SIG, ISSOTL
- analyzing specific mini-case studies to generate insights and raise questions
- generating ideas to focus on and promote educational leadership in your own institutions

AGENDA

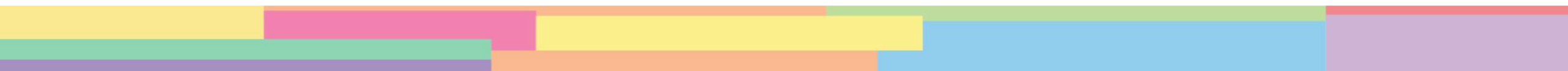


1. Introductions and Background
2. Defining Educational Leadership & the 5-Pillar Leadership Model
3. Mini-Cases Jigsaw
4. Key Findings from Analysis Across Cases
5. Individual Reflection & Closing Activity

EDUCATIONAL LEADERSHIP

Educational leaders **influence change and implement initiatives** to strengthen teaching and learning practices, communities, and cultures. They share their expertise to inspire and help other strengthen their teaching practices; implement strategic programs, initiatives and policies to improve teaching and student learning; advocate for positive change; and, lead institutions, faculties and committees to continuously improve postsecondary education

(Kenny et al., 2017, p.4)



BACKGROUND



Scholarship of Leading (SoL) Special Interest Group

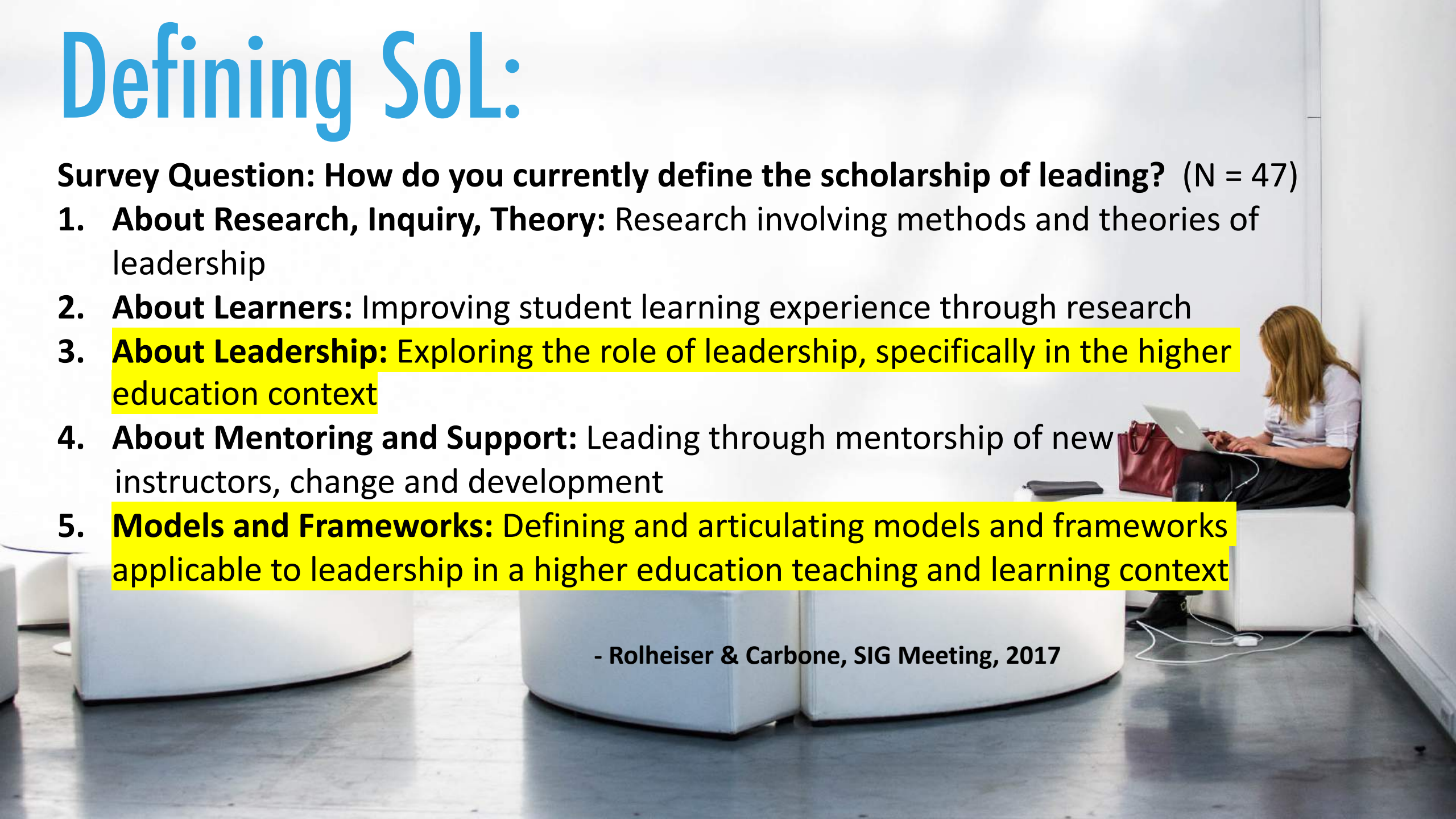
- 1 Carol & Angela agreed to be co-chairs of SoL at 2016 conference in LA
- 2 Survey of SoL members
- 3 ISSOTL 2017, Calgary – reported survey findings and discussed next steps
- 4 ISSOTL 2018, Bergen – discussion of 5-Pillar Model as one leadership model and launched call for proposals of mini-cases

Defining SoL:

Survey Question: How do you currently define the scholarship of leading? (N = 47)

- 1. About Research, Inquiry, Theory:** Research involving methods and theories of leadership
- 2. About Learners:** Improving student learning experience through research
- 3. About Leadership:** Exploring the role of leadership, specifically in the higher education context
- 4. About Mentoring and Support:** Leading through mentorship of new instructors, change and development
- 5. Models and Frameworks:** Defining and articulating models and frameworks applicable to leadership in a higher education teaching and learning context

- Rolheiser & Carbone, SIG Meeting, 2017



Survey respondent:

About Leadership:

I conceptualize it 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.”

collaboration process influence professional identity and practice?

Methods

Collaborative Inquiry:
A collaborative process of systematic inquiry focused on examining pedagogical practices to improve educational outcomes for students

Next steps...

- 2018: 8 reflective journal submissions, non-graded
- Scholarship (poster and manuscript)
- Revise 2019 learning assessments using World Café findings and student feedback
- Measure effectiveness of learning assessments in promoting understanding of professional identity students
- Develop program of research in area of CLAD and quality improvement in education

BLOOMBERG
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Reflection

Students

Perspectives on the col...

“CLAD required dialogue, vulnerability and identifying...”

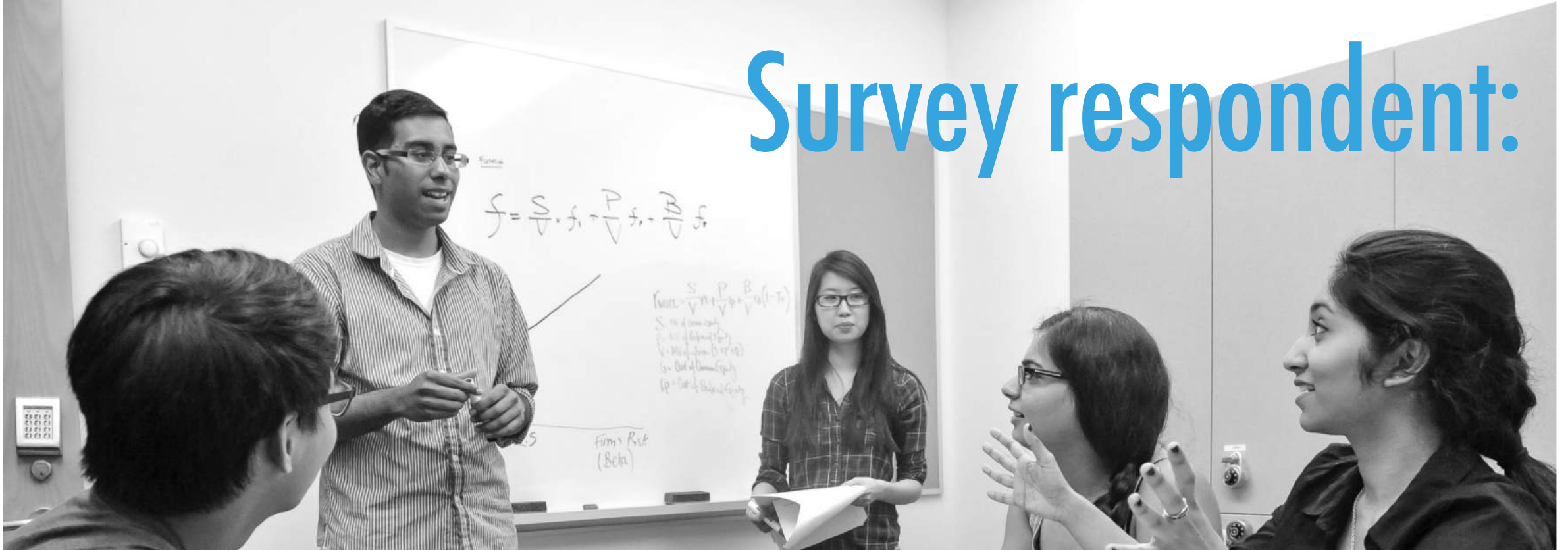
“Helped me engage surrounding nursing”

“Provided opportunity and voicing stu...”

Faculty

“Power sharing was the most challenging and rewarding of CLAD, leading to mutual recognition, valuing, of community”

Survey respondent:



Models and Frameworks

That there are scholarly frameworks for leadership/leading change - i.e. theoretical underpinnings; that there exist known strategies for leading change....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."

- - Rolheiser & Carbone, SIG Meeting, 2017

5-PILLAR LEADERSHIP MODEL



1. Affective Qualities
2. Teaching Excellence
3. Mentoring & Empowering
4. Action Orientation
5. Research & Scholarship

Fields, Kenney, & Mueller, 2019 (p. 8)

The 5-PILLAR MODEL

Fields, Kenney, & Mueller, 2019 (p. 8)

EDUCATIONAL LEADERSHIP

Affective Qualities

- Demonstrating humility
- Showing respect and empathy
- Establishing trust
- Facilitating relationship-building

Action Orientation

- Effecting change
- Taking risks
- Facilitating long-term transformation
- Creating & implementing new teaching & learning projects

Mentoring & Empowering

- Helping colleagues strengthen their teaching & learning practices
- Mentoring & coaching colleagues
- Sharing resources
- Building capacity for growth
- Sharing insights & advice
- Bringing colleagues together

Research & Scholarship

- Engaging in research
- Applying & disseminating scholarship in teaching and learning

Teaching Excellence

- Facilitating student learning
- Enabling and empowering students
- Inspiring and building learners' confidence
- Eliminating barriers to learning
- Being exemplary teachers
- Effectively communicating and collaborating with students
- Improving student learning experiences

New
Publication!

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CAROL ROLHEISER, ANGELA CARBONE,
ERIN MACNAB & JING YE (2019)

ONLINE

THE SCHOLARSHIP OF



MINI-CASES OF EDUCATIONAL LEADERSHIP IN ACTION

<https://teaching.utoronto.ca/sotl/scholarship-of-leading/>

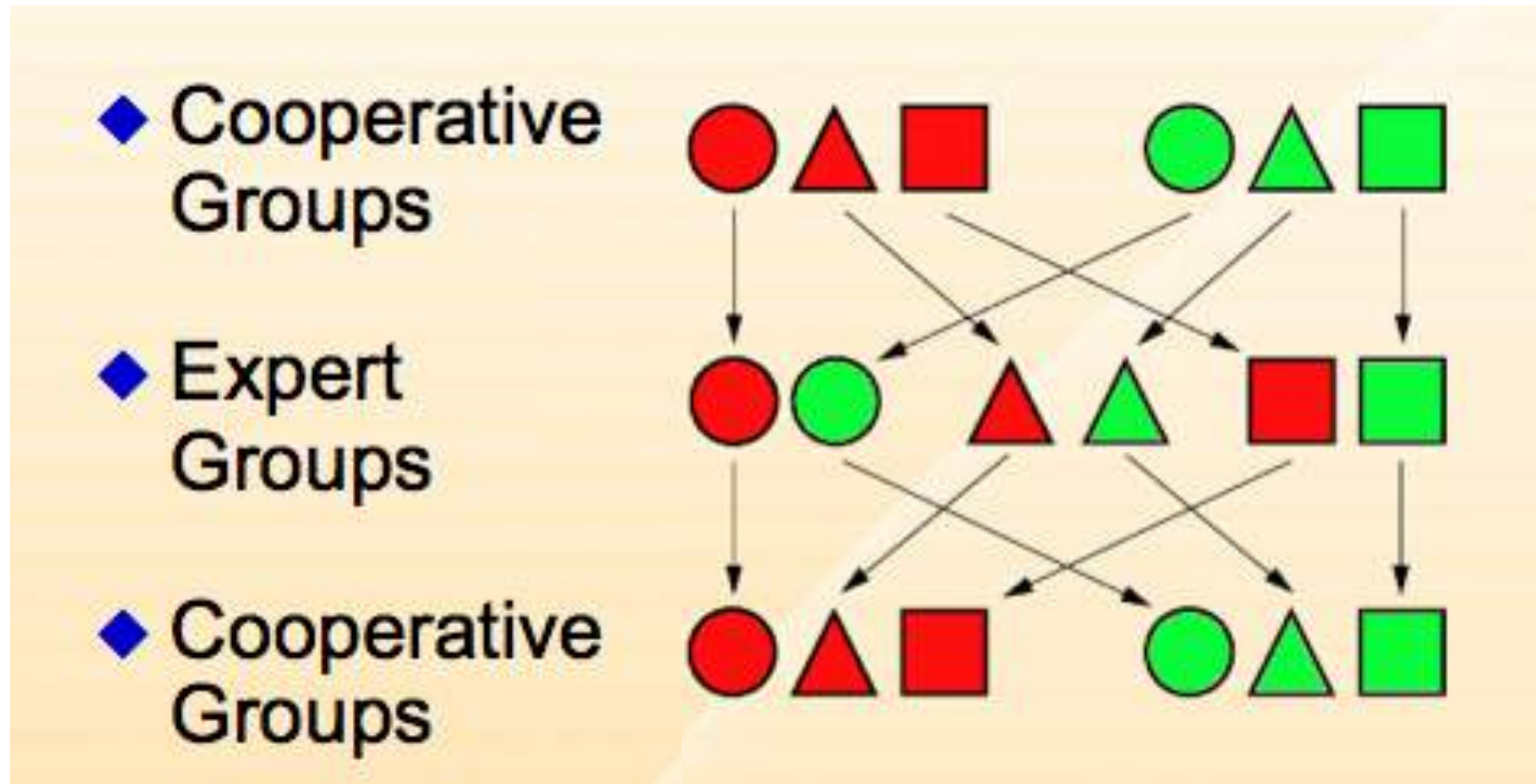
JIGSAW



- Aronson, E. (1980); Johnson, D.W., Johnson, R.T., & Holubec, E.J., (1990); Kagan, S. (1990); Bennett, B. & Rolheiser, C. (2001)



JIGSAW



- Aronson, E. (1980); Johnson, D.W., Johnson, R.T., & Holubec, E.J., (1990); Kagan, S. (1990); Bennett, B. & Rolheiser, C. (2001)



JIGSAW

ASSIGNED READING

Person 1 – Page 17
Case Study #
FIELDS, KENNY
& MUELLR

Person 2 – Page 48
Case Study #
JOHNSON

Person 3 – Page 34
Case Study #
DICKS



JIGSAW

STEPS

1. In your **Cooperative Groups** assign mini-cases. Each person read the assigned case and...
 - Highlight **key features** on the recording sheet while reading and also one idea you find intriguing
2. Move to **Expert Groups** (max 3 people) and share key ideas to bring back to your Cooperative Group members.



JIGSAW

STEPS

3. Return to **Cooperative Groups** - each person share the key ideas and “intriguing point” to your teammates.
4. As a team discuss the FINAL debriefing question posed and be prepared to share your response with the larger group.





DEBRIEFING QUESTION:

What insights regarding educational leadership are represented across these three examples?

JIGSAW

READING ACTIVITY

Key Ideas & "Intriguing" Idea

#1. Case

#2. Case

#3. Case

Final Group Discussion:

What insights regarding educational leadership are represented across these three examples?

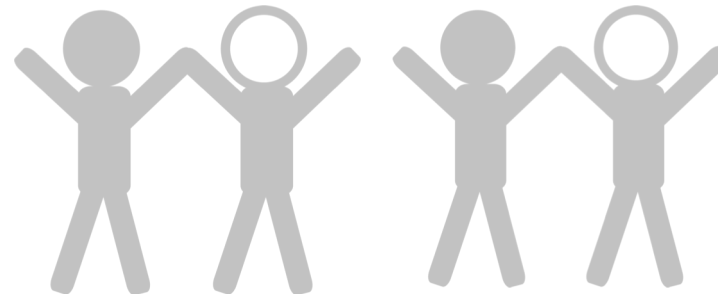
JIGSAW

DEBRIEF



Large Group

Sharing



What we Analysed (N=21 Cases)

- Leadership position
- Leadership goals
- Leadership models
- Financial support
- Engagement with others
- Leadership impact



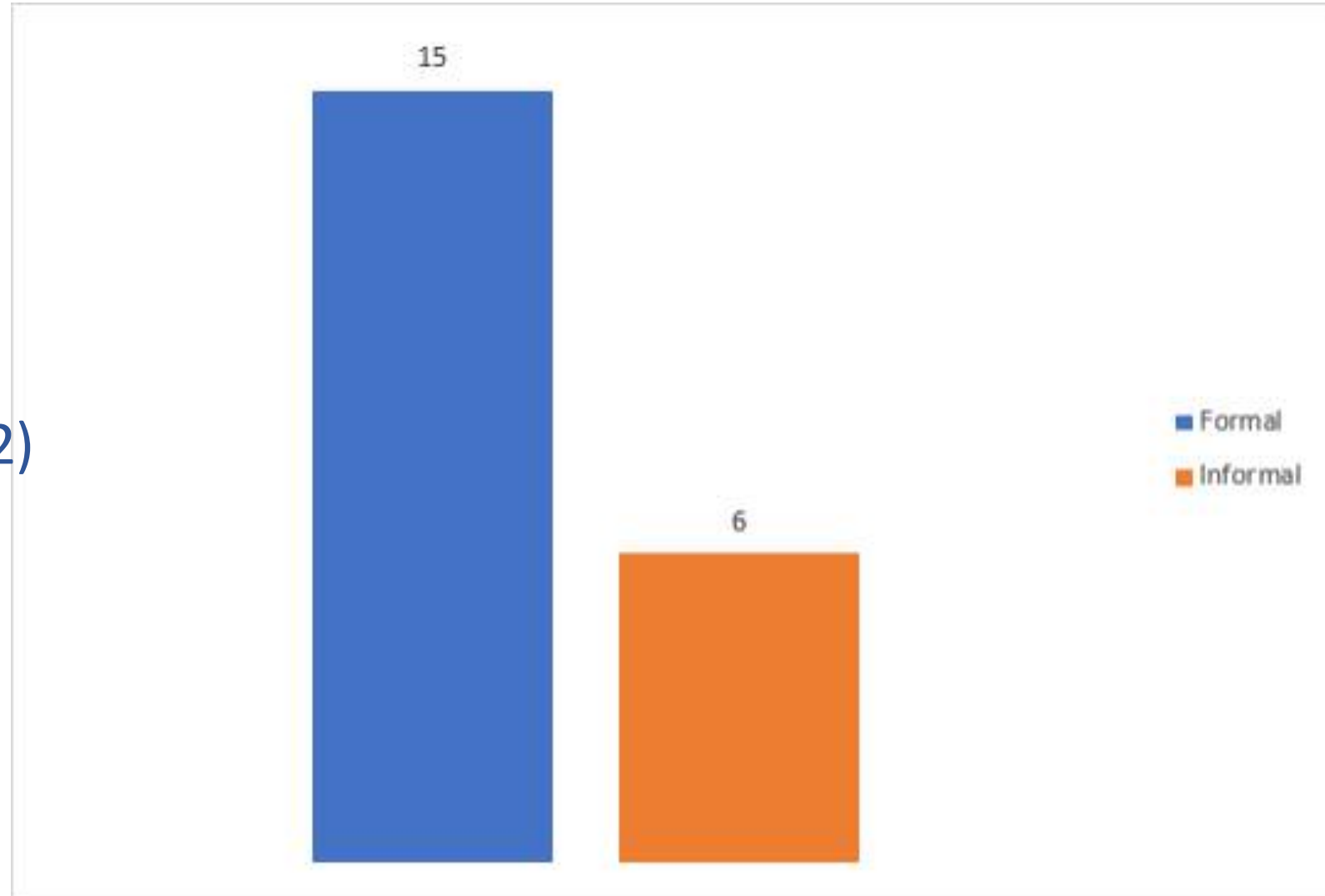
Leadership Positions

Formal Leaders

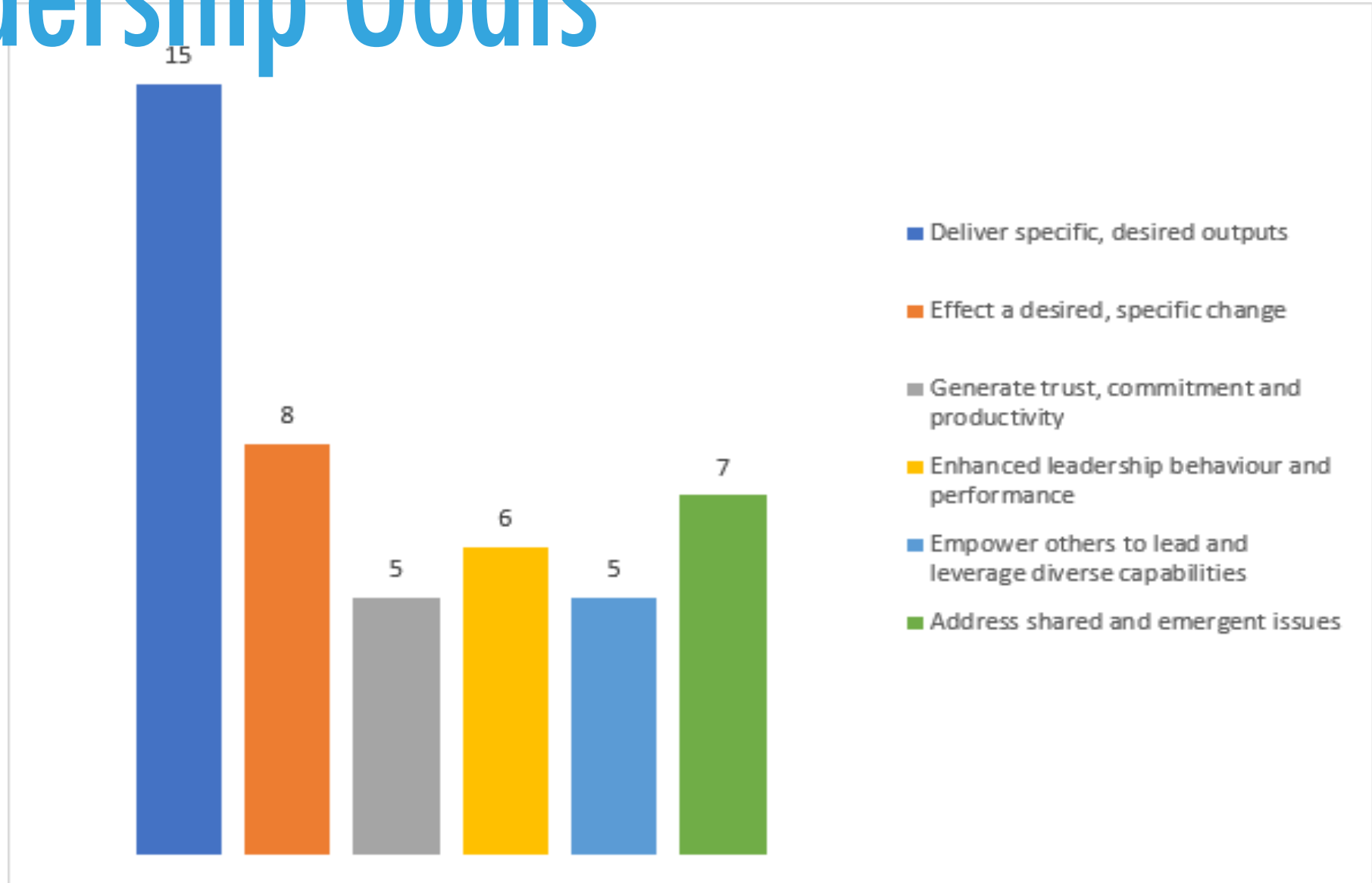
- Centre Directors (5)
- Academic Directors (3)
- Associate Deans (2)
- Associate Chairs (2)
- Deputy Vice-Chancellors (2)
- Pro Vice-Chancellor (1)

Informal Leaders

- Academics (6)

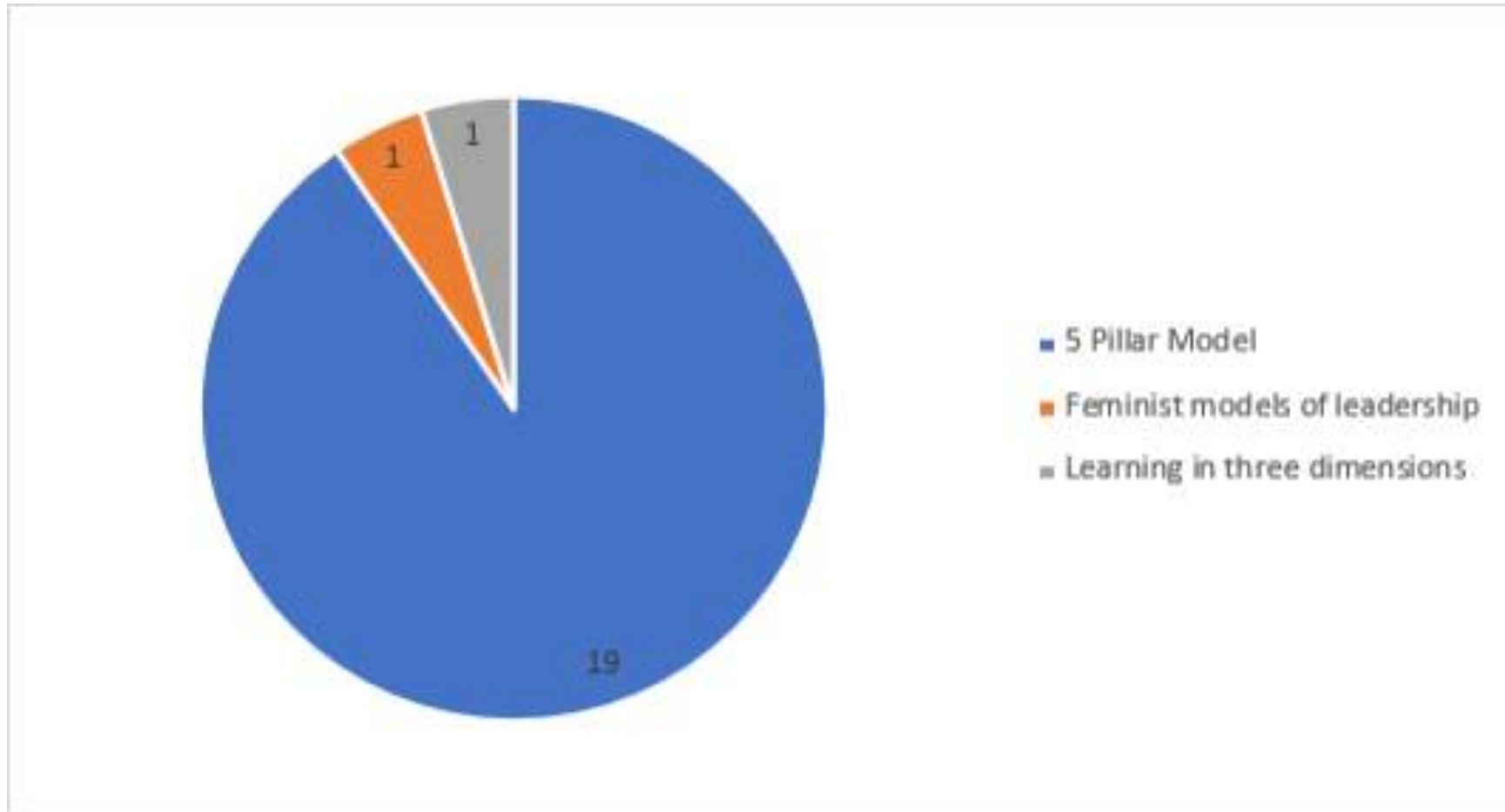


Leadership Goals



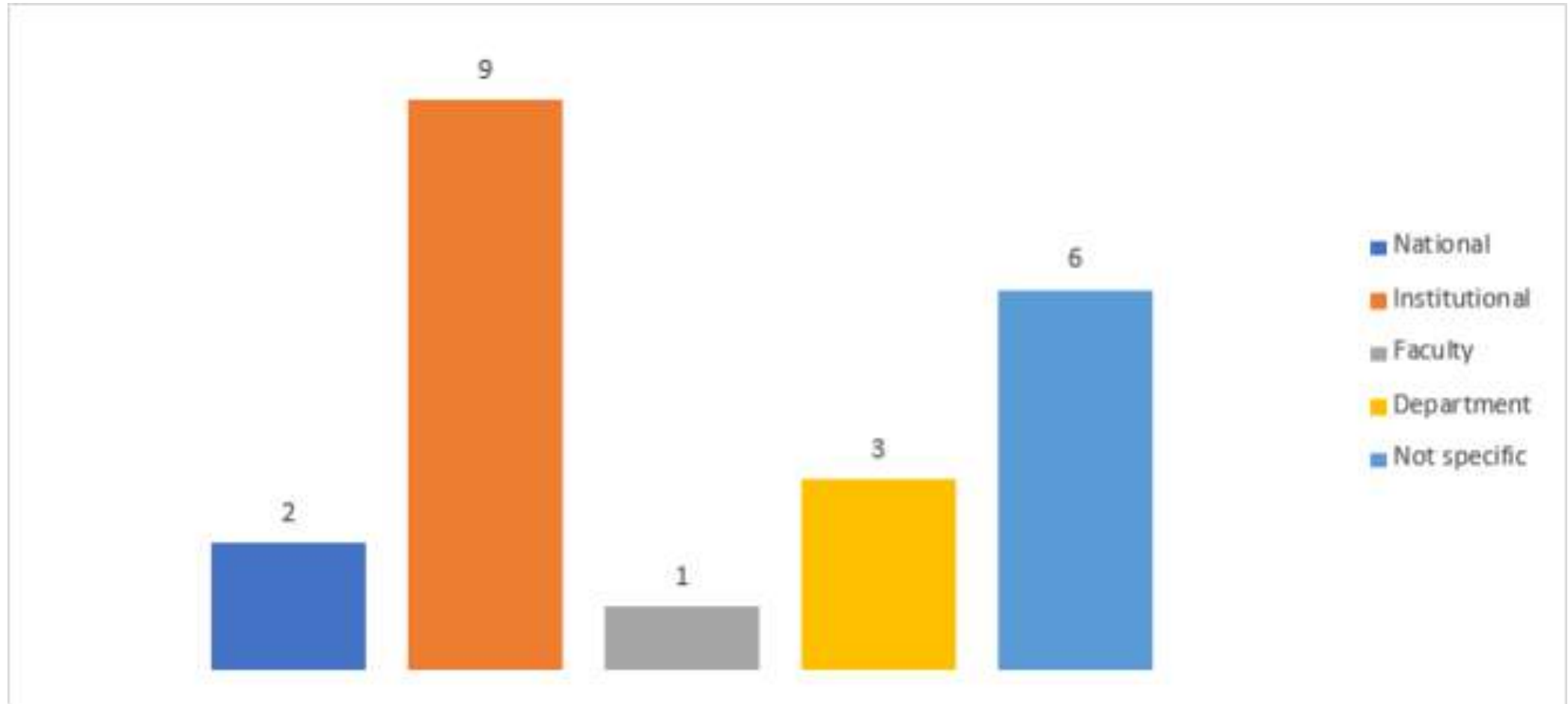
Varieties of Goals based on Lief and Yammarino (2017)

Leadership Models



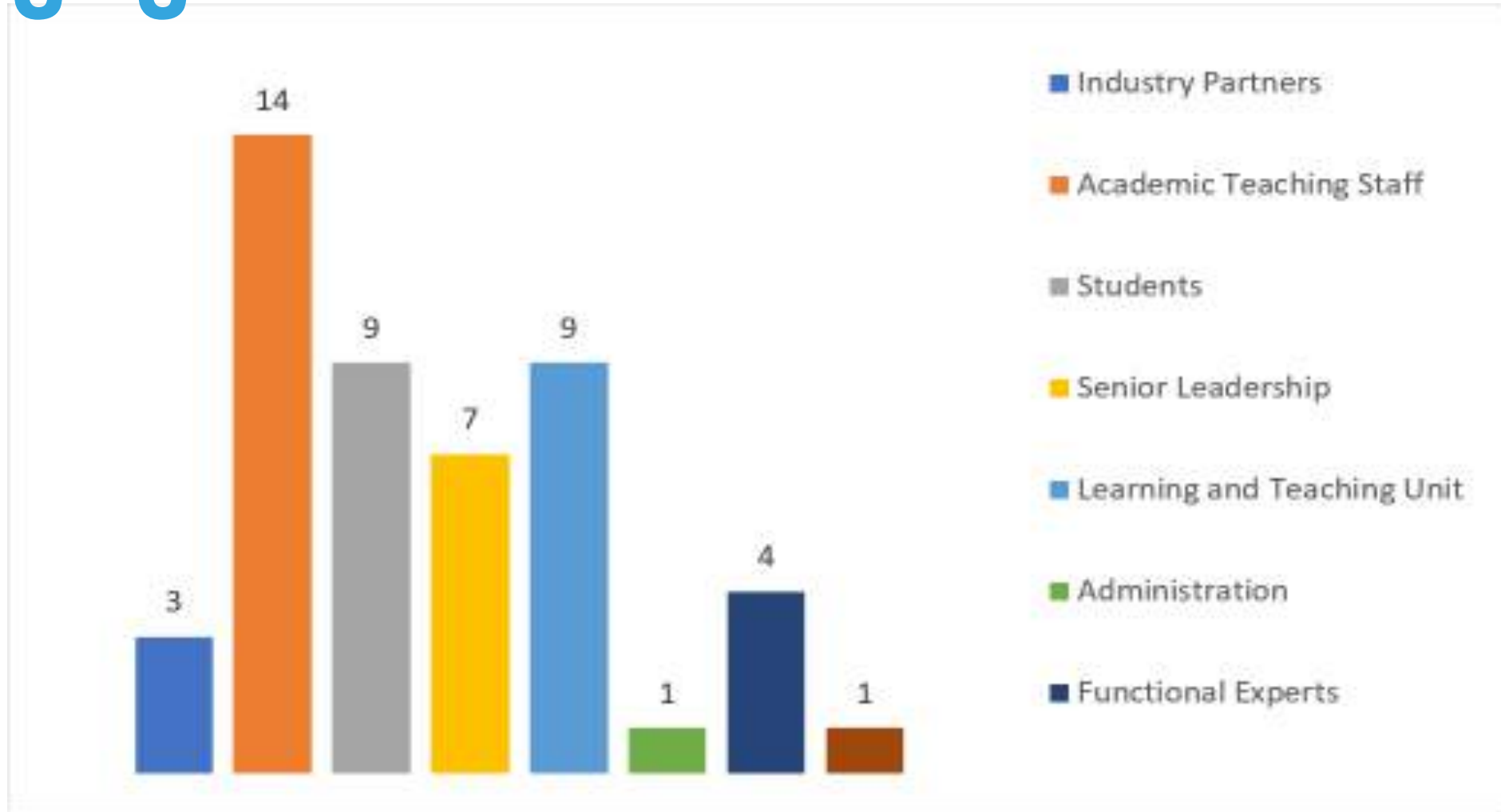
Conceptualising leadership practice

Financial Support



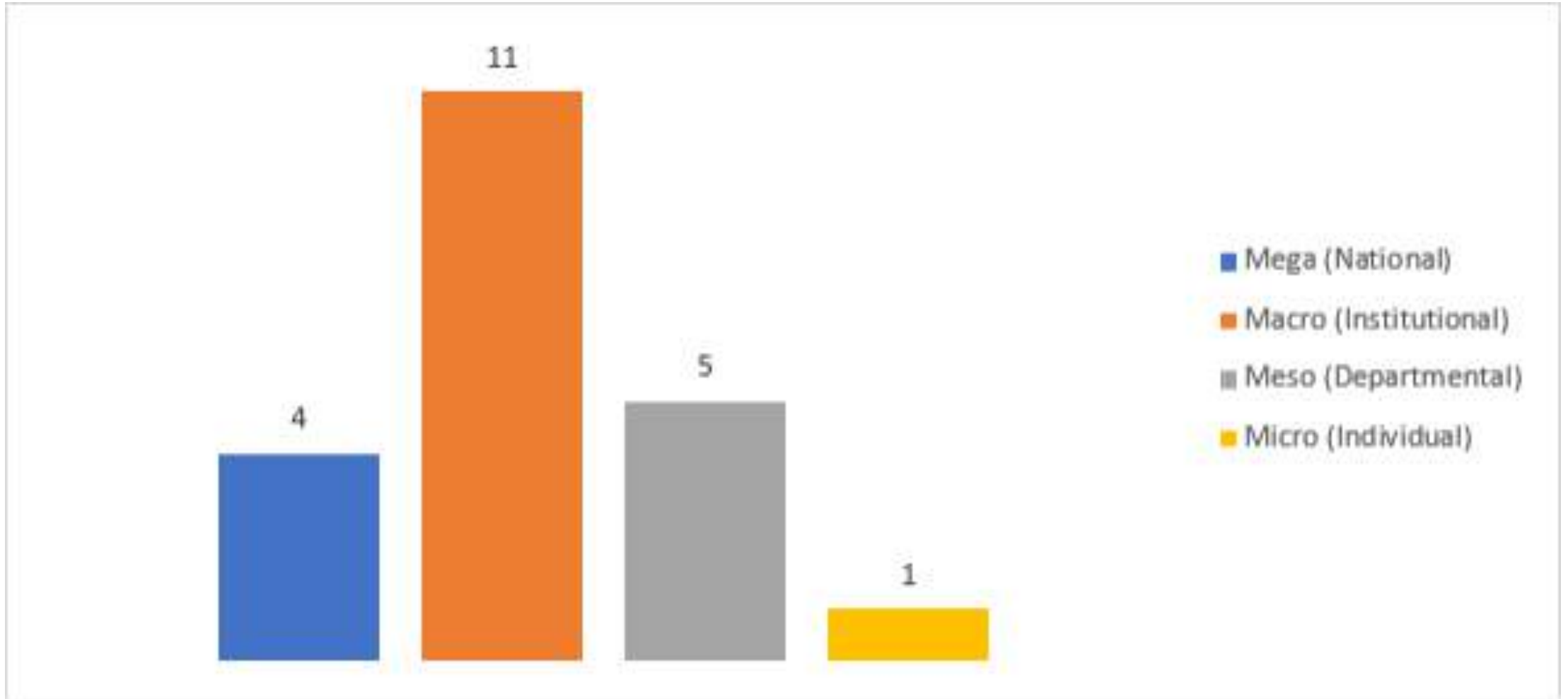
Supporting and valuing educational leadership

Engagement



Engaging with stakeholders

Leadership Impact (p.8)



4 M Framework from Simmons & Taylor (2019)

Analyses Highlights

- **Leadership models** provide valuable frameworks for conceptualizing and reflecting on our approaches to educational leadership.
- Common **leadership goals** focus on driving change, addressing an emerging issue and achieving a specific goal
- You don't have to be in a formal **leadership position** to show leadership
- Most leadership activities require some **financial support**
- Leaders **engage with relevant stakeholders** to accomplish their goals
- The **level of impact** can vary from a classroom to a whole institution or broader

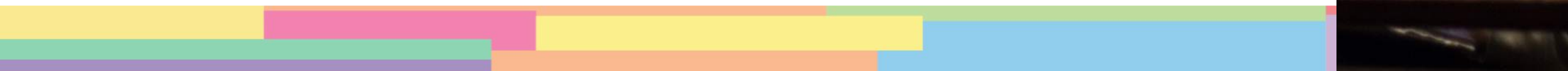
THINK. PAIR. SHARE.



Reflection: If you were developing a mini-case focused on your own educational leadership what initiative would you describe and why? See p. 9 (Five-Pillar Model) to fuel your thinking.

How will these cases support strengthening educational leadership “in action”:

- University of Toronto will use these cases as examples to support faculty in preparing teaching dossier/portfolio “evidence” regarding ed leadership and encourage them to write their own cases
- highlight examples in the Centre for Teaching Support & Innovation newsletters and website
- use the current cases in workshops re educational leadership
- Other?



TAKE AWAY TWEET.



A take away from this session for your own work. 280 characters please.

#ISSOTL19

QUESTIONS?



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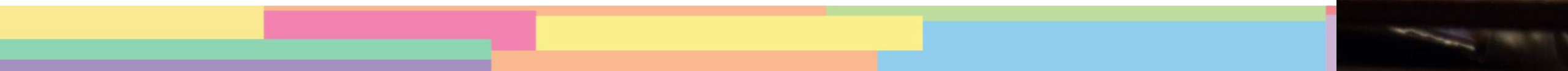
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Thank You!



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