EDUCATIONAL LEADERSHIP CASE
TEAM-BUILDING AND ASSESSING IMPACT THROUGH A CENTRE REVIEW USING MULTIPLE LENSES ON CHANGE

DISCIPLINE	RESEARCH AREAS
Engineering	Multidisciplinary communities of practice, student and faculty learning, impact of academic development initiatives and engaging in SoTL
Academic professional development	

SUBMISSION DATE   MAY 2019

PURPOSE/CONTEXT
Our Centre, situated within a research-intensive institution, recently conducted a self-study to assess the ways in which our work has developed knowledge, practice, policy, and impact among teachers and learners at our university. Because of a high turn-over of academic staff shortly before I started (Fall 2016), the self-study provided an opportunity for us all to learn much about all aspects of CTL work as well as the reputation and impact of our services.

CASE EXAMPLE OF EDUCATIONAL LEADERSHIP
The process of generating the self-study was a distributed effort involving all CTL staff. Due to the complex nature of intended audiences and impacts as well as our wide variety of services (ranging from one-off workshops and consultations to three-year course redesign projects, and delivery formats ranging from face-to-face, to blended, to online), we adopted a complexity-sensitive approach. In a collaborative and iterative process, all staff contributed to the development of two logic models which listed everyone's activities in supporting and developing teaching at the community level (instructors, departments, programs) and institutional level, and which made explicit our theories of change and assumptions of our impacts. These logic models developed understanding of each others' work across the unit and also guided the design of a survey and key informant interviews for the self-study.

REFLECTING ON MODELS OF LEADERSHIP
In reflecting on my personal approach to leadership, feminist models resonate most for me, as they position leadership as multi-dimensional and multi-directional, are relational rather than transactional, and emphasize community, cooperation, and mutual benefit. I also find the concept of *reframing* extremely useful, "a deliberate process of shifting perspectives to see the same situation in multiple ways and through different lenses" (Bolman & Gallos, p. 13). For example, the self-study: helped us develop procedures, roles, and reporting relationships that align our efforts with campus goals (*architectural* perspective); helped demonstrate how CTL meets the needs of multiple constituencies (*political* perspective); and promoted openness, transparency, effective teamwork, and collective accountability within CTL (*human resources* perspective).

IMPACT
Some interesting results and questions arose from our self-study which are informing our future program and evaluation planning. For example, data revealed differences in the nature of services accessed and sought across career progression. Also, those who accessed CTL consultation services have implemented important changes in their teaching, and their students have reported a better experience in their classes *significantly more* than other self-study participants. Because assessing our work in a resource-efficient way is a pressing challenge for all CTLs, we will also disseminate our study design and process so that others may benefit from this work.

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SHORT BIOGRAPHY
A Professor in Engineering, Janice Miller-Young is the Academic Director of the Centre for Teaching and Learning (CTL) at the University of Alberta, Canada. Her previous position was the Director of the Institute for Scholarship of Teaching and Learning at Mount Royal University.
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- ► scholar.google.com/citations?authuser=1&user=5K0oDZIAAAAJ

CURRENT ROLE
As Academic Director of CTL, my role includes building a strong and stable team of academic staff, recruiting part-time seconded faculty members, contributing to institutional teaching culture and policy through a variety of central committees and working groups, and further strengthening connections between CTL and the faculties and other CTLs across the country.

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RELATED REFERENCES
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Bolman, L.G., & Gallos, J.V. (2010). *Reframing academic leadership*. John Wiley & Sons.
Kezar, A. & Lester, J. (2011). *Enhancing campus capacity for leadership: An examination of grassroots leaders*. Stanford, CA: Stanford University Press.
Miller-Young, J. & Boman, J. (2017). Learning from decoding across disciplines and within communities of practice. *New Directions for Teaching and Learning, 150,* 97–101.
Miller-Young, J., Anderson, C., Kiceniuk, D., Mooney, J., Riddell, J., Schmidt Hanbidge, A., Ward, V., Wideman, M., & Chick, N. (2017). Leading Up in the Scholarship of Teaching and Learning. *The Canadian Journal for the Scholarship of Teaching and Learning, 8*(2).

JANICE'S NETWORKS
- Canadian Society for the Study of Higher Education (CSSHE)
- International Consortium for Educational Developers (ICED)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Society for Teaching and Learning in Higher Education (STLHE)
  - Educational Developers Caucus (EDC)