

A report on the 'Leadership for Implementing
Improvements in the Learning and
Teaching Quality Cycle' Project

Leading Excellence



Project leader
Lorraine Bennett

Report compiled by

Lorraine Bennett

Christine Tasker

Joy Whitton



MONASH University

Project leader:
Lorraine Bennett

Report prepared by
Lorraine Bennett,
Christine Tasker and
Joy Whitton

Leading Excellence

A report on the 'Leadership for Implementing
Improvements in the Learning and
Teaching Quality Cycle' Project

Monash University 2008

Report prepared by Lorraine Bennett, Christine Tasker and Joy Whitton.

This project was supported by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this report do not necessarily reflect the views of the Australian Learning and Teaching Council.

This work is published under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 2.5 Australia Licence. Under this licence you are free to copy, distribute, display and perform the work and to make derivative works.

Attribution: You must attribute the work to the original authors and include the following statement: Support for the original work was provided by the Australian Learning and Teaching Council Ltd an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

Noncommercial: You may not use this work for commercial purposes.

Share Alike. If you alter, transform, or build on this work, you may distribute the resulting work only under a licence identical to this one. For any reuse or distribution, you must make clear to others the licence terms of this work. Any of these conditions can be waived if you get permission from the copyright holder.

To view a copy of this licence, visit <http://creativecommons.org/licenses/by/2.5/au/> or send a letter to Creative Commons, 543 Howard Street, 5th Floor, San Francisco, California, 94105, USA.

Requests and inquiries concerning these rights should be addressed to The Australian Learning and Teaching Council, PO Box 2375, Strawberry Hills NSW 2012 or through the website, <http://www.altc.edu.au/carrick/go>

Acknowledgements

Project leader

DR LORRAINE BENNETT Acting Director, Centre for the Advancement of Learning and Teaching (CALT), Monash University.

Lorraine's leadership provided the sustained oversight and impetus needed to keep the *Leading Excellence* project evolving. She brought to the project extensive experience in leadership of change management and organisational capacity-building within the university and also in organisations external to the higher education sector. Her expertise in project development and practical application of theoretical constructs proved valuable in advancing the project.

A number of very talented and diligent people worked on this project over a period of just under two years. Some worked for extensive periods of time and others, with highly specialised skills, were utilised as required. The following list identifies the main contributors and describes the key area of their input.

Project officers

CASSANDRA EADIE provided invaluable project management support at a period of intense activity and consultation. She made a significant contribution to the final iteration of the framework by capturing and analysing the feedback from a range of consultation sessions and workshops.

CHRISTINE TASKER played a major role in the latter phase of the project ensuring that all the project activities were drawn together in an interesting and accessible report.

JOY WHITTON also played a major role in the latter phase of the project providing literature refinement, editing and writing expertise.

Project team

ANNE TAIB coordinated the development of the Communication and Language Enhancement for Academics and Researchers (CLEAR) project and provided source material for Case Study Five. Anne also identified the 'Tipu Ake Lifecycle: an organic leadership model for innovative organisations', through a literature search which helped move the framework from a static linear model to a living, evolving framework.

PHILLIP JOHNSON prepared a preliminary review of literature on leadership which helped inform the initial thinking on leadership frameworks and organisation leadership.

OLGA MAXWELL worked on the CLEAR project and provided feedback for Case Study Five.

DR CHRISTINE SPRATT coordinated the strategic work of the CALT response teams and prepared and contributed to major reports from which Case Studies One, Two, Three and Four were sourced.

GILLIAN LUCKENHAUSEN worked on the early CALT response teams and contributed to the report which informed Case Study One.

KARA GILBERT was a major contributor in two of the response teams and took the lead in preparing the report which informed Case Study Four.

DR ELIZABETH SANTHANAM worked on a number of the response teams and contributed significantly to the report which was the source material for Case Study Three.

CHRIS WAYLAND provided valuable external input and guidance and significantly helped with the development of the final version of the ELF.

NARELLE PITTARD was the graphic designer who responded to the project brief and worked with the project team to produce the final visual version of the ELF.

The Project Reference Group members were also an extremely valuable source of encouragement providing feedback and direction at critical times. The members included:

PROFESSOR GRAHAM WEBB, Pro Vice-Chancellor (Quality)

PROFESSOR DAVID MURPHY, former Director of CALT

ASSOCIATE PROFESSOR LEONARD WEBSTER, CALT senior staff member

MS ROBYN HARRIS, former Director, Centre for Higher Education Quality (CHEQ)

DR CHENICHERI (SID) NAIR, Interim Director CHEQ

MR IAN BELL, Principal, Monash University English Language Centre

MS SARAH NEWTON, former Development Manager, Faculty of Education currently Director of Industry Engagement and Commercial, Monash University

A number of critical friends were called upon throughout the project.

Sarah Newton developed the initial Emerging Leadership Framework which was the basis of the original proposal. On several occasions her challenging and insightful critique helped when the project needed further direction and clarity.

Several deans, associate deans (teaching/education), heads of schools, faculty managers and university staff, both academic and general, contributed to the project along the way by providing feedback in formal and informal settings. Often a conversation over coffee, the sharing of a personal experience and story provided an important point for consideration, as did more structured consultation sessions.

Staff at off-shore campuses and two international universities also provided valuable input which helped develop the applications for the ELF. Special acknowledgment to Julian Chan (Monash University Sunway campus in Malaysia) and Chris Orsmond (Monash University South Africa campus) needs to be made for their continual support and for coordinating visits to both these campuses.

The project team were also thankful to draw on the expertise of key consultants to leadership development at Monash University – Richard Jones and Larry Marlow. Their generous support and advice on the Engaging Leadership Framework was most appreciated.

Table of Contents

<i>Acknowledgements</i>	iii
<i>Table of Contents</i>	vii
<i>List of Figures</i>	ix
<i>List of Tables</i>	ix
<i>Abbreviations</i>	ix
<i>Executive summary</i>	xi
<i>Introduction</i>	xiii
PART 1 Leading question: articulating the issue and proposing a response	1
1.1 Background and rationale	1
1.2 Context	2
1.3 Project outcomes and deliverables	4
PART 2 Leading off: where did we start?	7
2.1 Approach	7
2.2 Foundations	9
2.2.1 Relationship building	10
2.2.2 Academic excellence	11
2.2.3 Management systems	11
2.2.4 Policy and planning	12
2.2.5 Quality	12
2.2.6 Communication	13
2.2.7 Diverse leadership perspectives	13
PART 3 Lead time: what did we do?	15
3.1 Project phases	15
3.1.1 Phase 1: Reflect, analyse and document	17
3.1.2 Phases 2 & 3: Trialling and evaluating the ELF	17
3.1.3 Phase 4: Sharing and disseminating findings	18
3.2 Key activities	19
3.2.1 Case studies	19
3.2.2 Literature review	23
3.2.3 Consultations	23
3.2.4 Workshops	26
3.2.5 Graphic design	26

PART 4	Leading evidence: what did we find?	31
4.1	Discernible benefits for student learning: case studies	31
4.2	Development of a new framework	34
4.3	The 'next generation' ELF (ELF–v.6)	35
4.3.1	Scholarship	35
4.3.2	Engagement	37
4.3.3	Management	39
4.3.4	Quality cycle	41
4.3.5	Diverse leadership perspectives	43
4.4	Consultations	45
4.5	Application workshop	49
PART 5	Leading quality: a work in practice	51
5.1	Strategic documents and learning and teaching	51
5.2	Leading quality in learning and teaching at Monash University	54
5.3	Activities to embed the ELF	55
5.3.1	University planning	55
5.3.2	CHEQ, faculties and quality procedures	55
5.3.3	Leadership within the University	56
5.3.4	Graduate Certificate of Higher Education (GCHE)	58
5.3.5	Self review (units, courses, schools, faculties)	59
5.3.6	The Vice-Chancellor's Ancora Imparo Student Leadership Program	60
PART 6	Leading by example: transferability and dissemination	61
6.1	Successes and challenges	62
6.1.1	Stakeholder buy-in	62
6.1.2	Project management	64
6.1.3	Project proposal	64
6.1.4	Resources	65
6.1.5	Relationship management	65
6.1.6	Documentation and record-keeping	66
6.1.7	Theoretical framework	66
6.1.8	Evaluation	67
6.2	Strategies for the successful implementation of the ELF	68
6.3	Internal dissemination: Monash University, Sunway campus, Malaysia and Monash University, South Africa campus	69
6.4	Other dissemination activities	72
PART 7	Leading ways: links with other ALTC LELTP projects	75
7.1	Leadership for Excellence in Learning and Teaching Program (LELTP) projects	75
7.2	The ELF and other LELTP projects: synergies and counterpoints	75
PART 8	Recommendations	81
	<i>Appendices</i>	83
	<i>Testimonials for Leading Excellence</i>	xii, 33, 49, 58

List of Figures

Figure 2.1	The Monash 'quality cycle'	12
Figure 3.1	Project phases and methodology	16
Figure 3.2	Case study methodology and workflow	24
Figure 3.3	Evolution of the graphic depiction of the Engaging Leadership Framework versions 1–6 (ELF–v.1–6)	28
Figure 4.1	Engaging Leadership Framework (ELF–v.6)	34
Figure 4.2	Engaging Leadership Framework 'trilogy of excellence'	35
Figure 4.3	The quality cycle	41
Figure 4.4	Diverse leadership perspectives	43
Figure 4.5	ELF–v.5 matrix	46

List of Tables

Table 6.1	Strategies for successful implementation of the ELF	68
------------------	---	-----------

Abbreviations

ALTC	Australia Learning and Teaching Council, formerly the Carrick Institute for Learning and Teaching in Higher Education Ltd.
CALT	Centre for Advancement of Learning and Teaching
CLEAR	Communication and Language Enhancement for Academics and Researchers project
DVC	Deputy Vice-Chancellor
ADT	Associate Dean (Teaching)
CHEQ	Centre for Higher Education Quality
MonQUEST	Monash Questionnaire Series on Teaching
MEQ	Monash Experience Questionnaire
LELTP	Leadership for Excellence in Learning and Teaching Program (ALTC)
ELF	Engaging Leadership Framework
ELF–v.1	Emerging Leadership Framework (version 1)
Go8	Group of Eight universities
HR	Human Resources
HOD	Head of Department
HOS	Head of School
RPL	Recognition of prior learning

Executive summary

The vision statements and strategic plans of most universities around the world nominate the provision of excellence in education among their key purposes. This aspiration is generally stated in terms which encompass innovative and inclusive teaching, contemporary and challenging curriculum, and quality learning experiences and outcomes for students. Most universities also identify leadership of the education agenda as a key priority for their institute. The challenge for many has become how best to drive and coordinate leadership of excellence in education, and how to translate theory and rhetoric into practice.

Leading Excellence (which grew out of the initial 'Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle' project) addressed this challenge by proposing, investigating, testing, reflecting upon and refining a leadership framework designed to facilitate change and improvement. The framework, referred to as the Engaging Leadership Framework (ELF), adopts an institution-wide perspective. It takes a high-level, strategic view of leadership yet at the same time provides a practical tool for analysis of evidence and subsequent implementation of improvement.

Theories and concepts of leadership abound. Many have studied and written about the attributes and competencies required to be an outstanding leader. Others have developed tools for surveying the characteristics of current leaders, for predicting leadership potential and for better understanding individual leadership styles. This body of knowledge provides important and useful insights for leadership of learning and teaching in higher education – especially as it relates to the individual. However, the purpose of *Leading Excellence* was to approach leadership from a cultural change perspective. We wanted to develop a tool which would assist leading improvement. Our focus was on the *activity* of leading, rather than leadership as an attribute.

The ELF brings together, in simple graphic form, a vision – the 'trilogy of excellence' (excellence in scholarship, engagement and management); a process – the incorporation of a quality cycle; and participants – diverse individuals or groups sharing leading roles in learning and teaching. Implicit within the framework is an inclusive interpretation of leadership as an activity or behaviour, which may involve individuals and/or teams at any level of an organisation (and/or external to it), depending on the nature of the leadership task. The ELF provides a framework to lead and navigate change. It promotes a culture within higher education where improvements in learning and teaching are systematically accepted and practised across the organisation.

This report describes for the reader the initial impetus for the *Leading Excellence* project – the issue of how best to assist those with leading roles in learning and teaching to link evidence (in this case student feedback) with improvement strategies and actions to facilitate excellence. It describes the development of the ELF and the action research approach which guided iterations of the framework – the starting point being earlier work undertaken in the Faculty of Education, Monash University. The development of the ELF was informed by case study trials; the wider leadership literature; expert and user consultations and workshops; and graphic representation. Activities for embedding the ELF at Monash University are also identified and discussed.

There is potential for the ELF to be used elsewhere within the higher education sector and the report provides the reader with ‘learnings’ from the Monash experience which might guide application in other contexts. Links are made between the *Leading Excellence* project and other projects within the Australian Learning and Teaching Council’s ‘Leadership for Excellence in Learning and Teaching Program’. Finally, recommendations are made to enhance the project’s consolidation and sustainability.

The *Leading Excellence* report is designed to be read on several levels. It tells the story of the project journey and the evolution of the ELF. At the same time it addresses content requirements specified by the ALTC. The report is also designed to allow readers to delve into various parts which are largely self-contained. The Project Team is keen that *Leading Excellence* illustrates for the reader the potential of the ELF to be used as both a strategic and practical leadership tool for improvement – but particularly in learning and teaching. The application of the ELF to student feedback enhances the quality of the student learning experience by demonstrating a way to listen to, and act upon, the ‘student voice’.

We hope to inspire, motivate and excite.



When I first saw a poster for the Engaging Leadership Framework (ELF) I was drawn to its clarity and simplicity. It links three complex concepts essential for effective leadership: the ‘trilogy of excellence’; the quality cycle; and diverse leadership perspectives; to create a comprehensive leadership tool.

I note that ‘Leading Excellence’ recognises that to be sustainable the ELF needs to be embedded within the institutional structure. As DVC (Education), charged with responsibility for leadership of learning and teaching at Monash, I will strive to promote and support the use of the ELF as a leadership tool. The ELF has a lot to offer Monash, both as a strategic and practical tool in the current higher education climate characterised by rapid change, globalisation and quality assurance.

PROFESSOR ADAM SHOEMAKER
DEPUTY VICE-CHANCELLOR (EDUCATION)
MONASH UNIVERSITY

Introduction

This document provides a final report on the leadership project, Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle: *Leading Excellence*¹. The project was funded by the Australian Council of Learning and Teaching (ALTC), formerly the Carrick Institute for Learning and Teaching in Higher Education, for implementation at Monash University in the period June 2006 to June 2008.

Leading Excellence is one of twenty-two projects funded to date by ALTC's Leadership for Excellence in Learning and Teaching Program (LELTP).

Monash University is a member of Australia's prestigious Group of Eight (Go8) universities, recognised for excellence in research, teaching and scholarship. It is ranked in the top fifty universities in the world by the *Times Higher Education Supplement* (UK) in 2007² and is Australia's largest and most internationalised university. Monash has six Australian campuses, in addition to campuses in Malaysia (Sunway) and South Africa and a centre in Prato, Italy. The university has a combined (academic and general) staff of 6,590. The total enrolment in 2007 was 58,319 students. Monash students come from more than 100 countries and there are over 17,000 international students studying at Monash (over 30 per cent of the total students). Monash has a growing worldwide alumni network of more than 200,000 graduates.

The university engages in an extensive range of high quality research, with research income totalling \$214 million in 2007. According to key strategic documents³ learning and teaching at Monash University is guided by the following values: maintaining excellence in academic standards of quality-assured programs; nurturing an environment for intellectual stimulation, innovation and creativity; recognising student learning needs; recognising staff teaching needs; embracing organisational and cultural diversity; incorporating an international focus; providing learning outcomes that relate to a range of key stakeholders; and acting with integrity and fairness. Of the total student enrolment, 70.9% of students in 2007 were studying at undergraduate level, 22.2% were taking postgraduate coursework degrees, and 6.9% were doing higher degree research. Research and coursework programs which are increasingly multidisciplinary are currently provided through the faculties of Art and

1 The original title of this project was 'Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle'. This has been abbreviated to: the '*Leading Excellence*' project. This final report is also referred to as the *Leading Excellence* report.

2 Australian Education Network, 2008, viewed June 6 2008, <<http://www.australian-universities.com/rankings/>>.

3 Monash University, *Monash Directions 2025*, February 2005, viewed May 5, 2005, <<http://www.monash.edu.au/about/monash-directions/directions.html>>.

Design; Arts; Business and Economics; Education; Engineering; Information Technology; Law; Medicine, Nursing and Health Sciences; Pharmacy; and Science. Undergraduate and postgraduate programs are offered in conventional and flexible study modes including distance education and intensive learning modules.

The education portfolio at Monash University works towards learning and teaching objectives articulated in the *Academic Plan 2006–2010*⁴. Many of these objectives aim to address the quality of the student experience and learning outcomes and in turn most are underpinned by strategies that focus on improvement. Oversight of the quality of education at Monash is currently a function of the education portfolio under the leadership of the DVC (Education), Professor Adam Shoemaker, with support from within faculties and specialist units, including the Centre for the Advancement of Learning and Teaching (CALT).

CALT is a central academic unit which has responsibility for: providing leadership and strategic input and advice to the university with respect to learning and teaching; supporting improvement in key areas of learning and teaching identified through university monitoring and review processes; supporting the recognition and reward of excellent teaching through showcasing and award applications; preparing staff for their teaching role at Monash as a research-intensive, international university; supporting the professional development of staff-as-teachers; and engaging in relevant research activity.

Stewardship of the *Leading Excellence* project is invested in the Centre for the Advancement of Learning and Teaching under the leadership of the Acting Director, Dr Lorraine Bennett.

4 Monash University, *Academic Plan 2006–2010*, viewed June 3 2008, <<http://www.monash.edu.au/teaching/academic-plan-2007.pdf>>.



Leading question: articulating the issue and proposing a response

1.1 Background and rationale

The *Leading Excellence* project focused on providing leadership to identify, implement and evaluate improvement as a way to promote excellence in learning and teaching. It built on a conceptual leadership framework which emerged during a period of expansion in the Faculty of Education at Monash University. The project sought to explore how that framework could be simultaneously applied and enhanced to identify and systematise the type of relationships, policies, systems, procedures, resources and communication which need to be put in place to assist faculties to close the quality cycle, that is, make improvements to their programs based on available feedback data.

Leading Excellence specifically involved the application of an existing leadership framework, the Emerging Leadership Framework (ELF–v.1) to interrogate student satisfaction and performance data in order to:

- > demonstrate the value of a holistic approach to facilitating discernible benefits for student learning;
- > provide an empirical base (supplemented by literature review, consultations and workshops) for the development of a new framework (ELF–v.6).

Over the past five years, through the Centre for Higher Education Quality (CHEQ), Monash has introduced a range of processes and systems for capturing student data. Some of the tools involved include university-wide Monash Unit Evaluations and the Monash Experience Questionnaire (MEQ) for all current students, which together with the national Course Experience Questionnaire (CEQ) and the Graduate Destination Survey (GDS) for recently graduated students, provide rich sources of data about how students perceive

their studies at Monash. In addition data on variables such as student attrition, progress, academic performance and finance is being brought together through new systems to provide comparative and time series reports. Improving understanding of the data by faculty leaders, and leadership and management of the transformation of data to criteria for improvement, is essential to the promotion of excellence in learning and teaching.

In essence, the purpose of the *Leading Excellence* project was to enable Monash, through CALT, in collaboration with CHEQ, to reflect upon, test, evaluate and share the learning of applying the Engaging Leadership Framework (ELF) to the issue of how best to assist faculties link data collection, reporting and analysis to actions for improvement.

The main activities envisaged for the project were:

- > to reflect on, analyse and document issues around reporting, analysing, presenting and converting student performance and satisfaction data into improvements in learning and teaching;
- > to identify leadership drivers within various levels of the ELF which impact on and explain leadership required in all phases of the process (from planning, implementation, monitoring and evaluating through to improvement) and use this information to inform the ELF and its application;
- > to trial the ELF by using it to assist faculties to convert knowledge of the data into action designed to lead to improvement in student satisfaction and performance;
- > to evaluate and refine the ELF in light of the trials with various departments and faculties across the university;
- > to share the findings from the trials and implement a dissemination strategy to communicate the framework to others.

The rationale was that leadership capacity could be developed across faculties and units at Monash and the higher education sector more broadly. This includes integration of findings into the leadership and management programs already in existence at Monash.

1.2 Context

The *Leading Excellence* project has been influenced by the context in which higher education institutions find themselves at the beginning of the 21st century – a context which privileges quality, measurement, market responsiveness and community engagement. Increased demands for public accountability, the trend towards mass higher education, and changes to funding arrangements (including relying on multiple sources of unguaranteed income) have led to a climate of uncertainty. Less than 50 per cent of university income now comes from government sources.

Mass education has brought with it greater diversity among students in the sector – customer focused, full-fee paying, international, mature-aged, part-time and full-time, on-shore and off-shore students. The student body is both less well-prepared for higher education, and less able to devote the necessary time to study because reduced financial support means more students have term-time employment. These changes have created unprecedented challenges for academic teaching staff. In addition, the development of sophisticated forms of learning technologies has impacted upon the complexity of the teaching task, with increased choices open to individual teachers, learners and institutions. Lecturers face a formidable job in adapting to such changes within a context of steadily reducing resources.

The linking of funding models to quality outcomes such as the LTPF¹ (measured in terms of retention and graduation rates, results of Course Experience Questionnaires and Graduate Destination Surveys), has meant a growing demand for innovative and relevant pedagogy and curriculum (which includes multi-modal delivery, flexible learning spaces, alternate entry pathways and course articulations). Quality measures introduced by governments and new stakeholders have underlined a greater imperative for universities to engage with community, business and industry groups in partnerships and alliances.

With such competing demands on university time, there is concomitant demand for efficient and targeted use of resources and effective management practices. Institutions are now looking closely at the development and management of their education portfolios, and developing leadership for learning and teaching. Conceptual frameworks and practical tools applied to evidence in order to achieve systematic and targeted improvement in student learning outcomes (like the ELF), will assist them².

The purpose of the Leading Excellence project was to reflect upon, test, evaluate and share the learning of applying the Engaging Leadership Framework (ELF) to the issue of how best to assist faculties link data collection, reporting and analysis to actions for improvement.

-
- 1 Learning Teaching and Performance Fund (LTPF), a Commonwealth Government initiative for funding higher education based on the application of a formula driven by student learning and satisfaction data.
 - 2 This contextual summary draws from V D'Andrea & D Gosling, 'Joining the dots: reconceptualising educational development', *Active Learning in Higher Education*, vol. 2, no. 1, July 2001, pp. 65–80.



1.3 Project outcomes and deliverables

The outcome for the *Leading Excellence* project as nominated in the initial project proposal was the development of a leadership framework which could be used to support strategic and systematic improvement in learning and teaching based on student performance and satisfaction data (initially within Monash University and potentially across the higher education sector). Outcome is defined by ALTC³ as an achievement which the project is designed to accomplish, described in a form that is measurable or for which evidence can be provided. The ELF is the outcome of this project. Its application, as demonstrated in the case studies (learning and teaching quality) described later in this report, provides evidence of that achievement.

The proposed deliverable (defined by ALTC⁴ as a *product* or *activity* arising from the project) was a leadership framework which would identify dimensions of leadership and elaborate upon leadership drivers (policies, procedures, systems, strategies and resources), in order to:

- > provide a systematic approach to the analysis and reporting of student satisfaction and performance data to make it easy for faculty leaders to 'read' and interpret the data;
- > enable faculty leaders to identify and act on areas for improvement in a strategic and systematic way.

The ELF is both outcome and deliverable. It is designed to provide a high level, strategic view on leading improvement in learning and teaching. However, it is not just about understanding what needs to be done. The ELF is designed to be a tool with a practical purpose. The quality cycle provides the process for improvement based on evaluation of data. The ELF is inherently flexible in order to assist universities pursue their own distinctive missions and goals. This is seen as a particular strength of the framework as universities strive to find their point of difference and reinvent themselves in a period of rapid internal and external change.

The primary intent of this project was to find a tool which would support organisation-wide leadership and change. The ELF does this by providing a vision (the 'trilogy of excellence'), a process for leading improvement (the quality cycle) and participants (diverse, individual and shared leadership). The *Leading Excellence* project highlights the importance in a university of every staff member 'taking the lead' in their own area of expertise or responsibility.

3 Australian Learning and Teaching Council, *Leadership for excellence in learning and teaching program guidelines and supporting information*, 2008, Version 1.1, p. 21, 22 January, 2008, viewed June 6 2008, <http://carrickinstitute.edu.au/leadership_guidelines_jan08.pdf>.

4 *ibid.*, p. 20.

The ELF's theoretical underpinnings and tools for practical application by faculty leaders are described later. The concept of ELF-as-deliverable is encapsulated in the 'ELF pin wheel'⁵ designed as a desk-top aid for leaders to consider when addressing learning and teaching quality issues.

An additional outcome of the project, not necessarily envisaged at the outset, has been the potential application of the ELF as a strategic and systematic framework which can be applied in *any* area of proposed organisational change. While the initial target audience was academics, the ELF may also be used by general staff and students taking leadership roles – as evidenced by the feedback from consultations with a broad range of stakeholders within the higher education sector.

Part 1 has discussed the impetus for the *Leading Excellence* project. Part 2 identifies the investigative and developmental approach which guided it from beginning to end.

The ELF provides a vision (the 'trilogy of excellence'), a process for leading improvement (the quality cycle) and participants (diverse, individual and shared leadership).

5 The planned ELF pin wheel is a hand held, two-dimensional version of the ELF.





Leading off: where did we start?

This part of the report outlines the broad approach which has guided the *Leading Excellence* project since its inception. It also acknowledges and describes the project's theoretical and contextual foundations in earlier work undertaken in the Faculty of Education, Monash University.

2.1 Approach

Academic research projects set out to make a contribution to the knowledge base of a disciplinary, cross-disciplinary or multidisciplinary area, but there is no imperative to have practical outcomes or to promote change in social practice. The *Leading Excellence* project is a development project designed to produce a practical outcome in the form of a robust and transferable 'leadership tool'. The project development was guided by many of the principles of 'action research', designed to capture learnings from 'lived experience'. This approach has emerged over time from a broad range of fields and from disparate traditions. The term 'action research' is attributed to Lewin¹ who describes the approach as a way of generating knowledge about a social system while at the same time attempting to change it – primarily to solve a problem and improve the situation. Although variations exist, action research relies on a circle of planning, executing and reconnaissance or fact-finding for the purpose of evaluating the action, preparing the rational basis for the next action, and perhaps modifying the overall plan.

Action research has grown in popularity and is particularly used by those interested in mapping change and better understanding the factors which contribute to effective change. In proposing the value of action research, Lewin suggested that human systems can only be understood and changed if

¹ K Lewin, 'Action research and minority problems', *Journal of Social Issues* no. 2, 1946, pp. 34–46.

one involved the members of the system in the inquiry process itself, thereby demonstrating respect for people's knowledge and ability to understand and address the issues confronting them and their communities. Drummond & Themessl-Huber² endorse this view of action research, noting its strengths as both a cyclical process and a participatory (democratic/egalitarian) undertaking 'which engages with problems and learning in the act of creating change'. A popular definition of action research is provided by Reason and Bradbury³ who acknowledge the added dimension of social transformation. They describe action research as:

... a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.

Brydon-Miller et al.⁴, and Levin and Martin⁵ elaborate upon the cyclical and participatory elements of action research and identify some additional features: its genesis in relation to an identified problem; dynamism, whereby the research context is likely to be in constant movement, in a state of flux in a changing field with changing priorities so that the research (and researchers) must accommodate a degree of chaos, uncertainty and complexity; the indivisibility of thought and action, concept and experience; theory as both informing practice and being transformed/generated by it for practical outcomes; recognition of the importance of collaborative relationships with relevant stakeholders; and respect for the complexity of local situations and knowledge people gain in the process of everyday life.

The relevance of action research to the approach taken in the *Leading Excellence* project is encapsulated by Greenwood⁶:

The only meaningful way to theory is through successive cycles of combined reflection and action, the action feeding back to revise the reflection in ongoing cycles.

2 J Drummond & M Themessl-Huber, 'The cyclical process of action research', *Action Research*, vol. 5, no. 4, 2007, pp. 430–448.

3 P Reason & H Bradbury (eds.), *Handbook of action research: participative inquiry and practice*, Sage Publications, London, 2001, p. 1.

4 M Brydon-Miller; D Greenwood, & P Maguire, 'Why action research?', *Action Research*, vol. 1, no. 1, 2003, pp. 9–28.

5 M Levin & A Martin, 'The praxis of educating action researchers', *Action Research*, vol. 5, no. 3, 2007, pp. 219–229.

6 D Greenwood 'Action research: unfilled promises and unmet challenges', *Concepts and Transformation*, vol. 7, no. 2, 2002, pp. 117–139.

The following description of the methodology of the *Leading Excellence* project demonstrates how it was guided by components of action research in terms of:

- > theory identification and testing (testing ELF–v.1, the framework developed by the Faculty of Education);
- > reflection and further testing to generate new theory (the ELF–v.6);
- > applying a theoretical approach to the resolution of a particular problem (the systematic and strategic interrogation of evidence – student data – by academic leaders);
- > participation by stakeholders in all phases of the research (collaborative consultation with stakeholders both internal and external to Monash University);
- > focusing on practical outcomes (providing a tool for leadership to improve learning and teaching) which have social value (education being a desirable attribute for maximising social and political participation);
- > being open to complexity and uncertainty (responsive to new information and changing conditions within the project itself, within Monash University and higher education more generally).

2.2 Foundations

The theoretical inspiration for the *Leading Excellence* project was the *Emerging Leadership Framework* (ELF–v.1) which surfaced as a result of program innovations being introduced in the Faculty of Education at Monash from 2002. In an effort to attract new students and to grow faculty business, the faculty recruited an experienced Development Manager who introduced a holistic, integrated education and research approach to faculty offerings and student recruitment. This involved proactive engagement and consultation with a select group of industry and government agencies to better understand the professional development and research needs of these potential clients. As a result of reaching out to these new businesses and a willingness to adopt a more flexible approach, the faculty was able to embark on a strategy of providing professional education and organisational development expertise to external clients. In the first instance, this took the form of customised postgraduate programs to cohorts of work-based students which sat alongside the existing suite of faculty programs.

The cohort programs were popular with the faculty executive as they helped to meet student load targets and provided a new revenue stream. By the end of the first semester the new programs were showing other promising signs

The theoretical inspiration for the *Leading Excellence* project was the *Emerging Leadership Framework* (ELF–v.1) which surfaced as a result of program innovations being introduced in the Faculty of Education at Monash from 2002



as feedback from the clients (paying the tuition fees), the staff (teaching the courses), and the students (mostly mature-aged), reported high levels of satisfaction.

However, as with the introduction of many innovations that are based on new objectives and requirements, it quickly became clear that the new approach would not fit neatly into the systems and processes that were in place for more traditional courses. The new strategy put parts of the faculty under great stress and stretched resources. There were now more stakeholders to please with varying expectations. Collectively the faculty faced an enormous leadership challenge.

Initially the approach adopted was to address the concerns and problems as they arose. As time went by, the collective wisdom and learning from each challenge grew into a substantial body of knowledge that was used to inform the thinking behind ELF-v.1. The initial framework identified six key leadership drivers and recognised the importance of leadership being aligned at the operational, the institutional and the external levels.

The six drivers seen as critical to effective leadership of the new strategy were: relationship building; academic excellence; management systems; policy and planning; quality; and communication.

2.2.1 Relationship building

The importance of relationship building to the effective implementation of this new direction was always close to the surface. It was clear from the start that the ability to bring the potential new partners (clients) to the table and the success of the initial negotiations depended on the high-level relationships that had been cultivated over an extensive period of time. The need to build and maintain strong partnerships with external clients, to articulate the benefits in appropriate language, to manage the relationships on an ongoing basis and to build a sense of trust and respect among all the stakeholders became very apparent in the early phase of this initiative.

Strong leadership in relationship building was also required in developing connectivity across the communities of practice. This included the need for faculty staff to acquaint themselves with the culture and development requirements of the various workplaces and to build relationships with the cohort-students and their workplace managers. Many of these students were mature-aged workers who had a wealth of experience but had not recently studied. They needed to be nurtured and mentored to build their confidence and skill level to adjust to more formal ways of learning.

2.2.2 Academic excellence

Initially, achieving academic excellence was not seen as a challenge outside the normal teaching demands on the faculty. It was approached in terms of providing high-level curriculum and pedagogy, the 'stock-in-trade' of the faculty's discipline area. However, the faculty soon realised that the cohort initiative presented many challenges and requirements which demanded strong leadership and new ways of thinking about curriculum content, delivery, learning styles and learning spaces.

Strong leadership and creativity were required to negotiate and develop curriculum that best suited the needs of the cohort-students and the client while still aligning itself to, and complying with, course approval and accreditation standards. Curriculum content needed to be reviewed and re-contextualised to suit the various industry cohorts. Pedagogy needed to be rethought to provide greater flexibility. Some cohorts wanted to be taught in blocks of time, others in the workplace, or combinations of online and face-to-face.

Assessment tasks also needed to be reconfigured to provide relevant and worthwhile learning opportunities linked to the workplace, as well as function as a measurement of performance.

The six drivers seen as critical to effective leadership of the new strategy were: relationship building; academic excellence; management systems; policy and planning; quality; and communication.

2.2.3 Management systems

In retrospect, too little thought was given to the significance of management systems in the early phases of the initiative, but this was an area that unearthed many problems and required great leadership acumen.

The new program constantly bumped up against systems that had been designed for traditional sets of circumstances and there was limited flexibility or capacity to quickly adapt to new situations. For example, administrative systems for processing and recognising prior learning (RPL) were not set up to deal with large numbers of students in a short time frame. Computer systems could only cope with individual enrolments and fee notices, while clients wanted to enrol their workers as a cohort and make group payments. Short time frames placed added strain on existing faculty resources and systems. Staff were put under pressure to customise and produce extra learning materials within systems which were already functioning on full-capacity work and resource formulas.



2.2.4 Policy and planning

Just as ‘yesterday’s’ systems were not robust enough to adapt quickly to ‘changing ways of doing business’, the same constraints were evident in the areas of policy and planning, and once again effective leadership was required to overcome these obstacles.

The faculty needed to review its relevant planning documents and policies and to advise on and implement changes, where possible, while at the same time ensuring that its new activities were consistent with the university’s overall strategic direction and values. Some of the planning and policy areas that needed to be revisited included: policy and procedures around entry pathways; RPL; teaching loads; administrative support; inclusive practice; catering for the diversity of students; and, funding for innovations such as videoconferencing and interactive e-learning tools such as WebX.

2.2.5 Quality

The ultimate goal of the faculty’s new direction was to provide a quality learning experience for cohorts of students comparable to the experience offered to all students across the faculty. The ‘quality cycle’ of ‘plan, act, evaluate, and improve’ that was adopted by Monash in 2000 (see Figure 2.1 below) was firmly embedded in the faculty. Acting and reporting on student feedback was seen as an important part of leadership of quality within the faculty.



Figure 2.1 The Monash Quality Cycle

2.2.6 Communication

The importance of communication for the effective leadership of this faculty innovation was reinforced time and again. Not only did the communication need to be flowing vertically and horizontally within the faculty, but communication with the various partner organisations at all levels was deemed to be critical to its success. Various dissemination strategies were implemented ranging from informal feedback to formal reports. Accessibility to information and sustainability of the message were also seen as being important and created challenges for leaders of the program at all levels.

2.2.7 Diverse leadership perspectives

In addition to the six drivers described above, ELF–v.1 speaks to the importance of leadership being demonstrated at the operational level, the institutional level and the external level.

The *operational* level addresses leadership within the faculty that is directly involved in delivering and supporting the program. This includes the roles of unit leaders, course leaders, course management committees, leaders of student and academic services and, on faculty-wide issues, deans, faculty and development managers, and education committees.

The *institutional* level addresses the relevant university leaders and committees influencing the learning and teaching program with respect to high-level decision making and activity. Examples of institutional leaders include the roles of vice-chancellor (VC), deputy vice-chancellor (DVC) (Education), pro vice-chancellors and directors of human resources, finance and student services. At Monash University such leadership groups and committees include the Deputy Vice-Chancellor's Group, Academic Board, Education Committee and sub-committees such as the Learning and Teaching Quality Committee (LTQC) and the Monash Quality Network.

The *external* level encompasses leaders in key governance and funding bodies such as state and federal government departments responsible for higher education, the Australian Learning and Teaching Council, other universities (both national and international), various professional and accrediting associations and agencies, and the wider community.

A visual depiction of the ELF–v.1 is included in the report in Appendix 2. This leadership framework was the starting point for the *Leading Excellence* project. Over time, and through extensive development, consultation, testing and revisiting it evolved into the Engaging Leadership Framework (ELF–v.6 in Appendix 7).

Part 2 has described the investigation and developmental approach taken within the *Leading Excellence* project and the theoretical origins of the Engaging Leadership Framework. Part 3 describes the methodology employed throughout the project, specifically the project phases and key activities.

Lead time: what did we do?

Part 3, 'Lead time' describes the methodology employed throughout the various phases of the project as specified in the original project proposal. Four phases were initially identified: Phase 1 – Reflect, analyse and document; Phase 2 – Trial the Engaging Leadership Framework (ELF); Phase 3 – Evaluate the ELF; and Phase 4 – Share and disseminate. A representation of the phases and relevant activities over the life of the project is provided in Figure 3.1 below. Lists of activities were generated for each phase although there was often overlap as concepts were revisited and reconfigured in response to different inputs. Key activities that were critical to the evolution of the final version of the ELF (ELF–v.6) are described in more detail. These activities were:

- > the case study trials;
- > the targeted literature review;
- > consultations;
- > workshops;
- > the emergent graphic depiction of the ELF.

3.1 Project phases

Although discrete and seemingly linear project phases are identified, a key feature of the project was the iterative nature of the process, with a dynamic interrelationship between the different phases. As discussed earlier, the approach adopted in the project mirrored many of the principles and attributes espoused in 'action research' which is a popular way to learn from an exercise in change management.

There were times, best described as 'incubation periods', when there was little visible activity. However, in retrospect these were essential to allow for the 'thinking' to catch up with the activity. Many of the incubation periods were followed by 'creative leaps' which resulted in clarity and simplification of what were initially perceived as complex and confused (jumbled) thoughts and concepts.

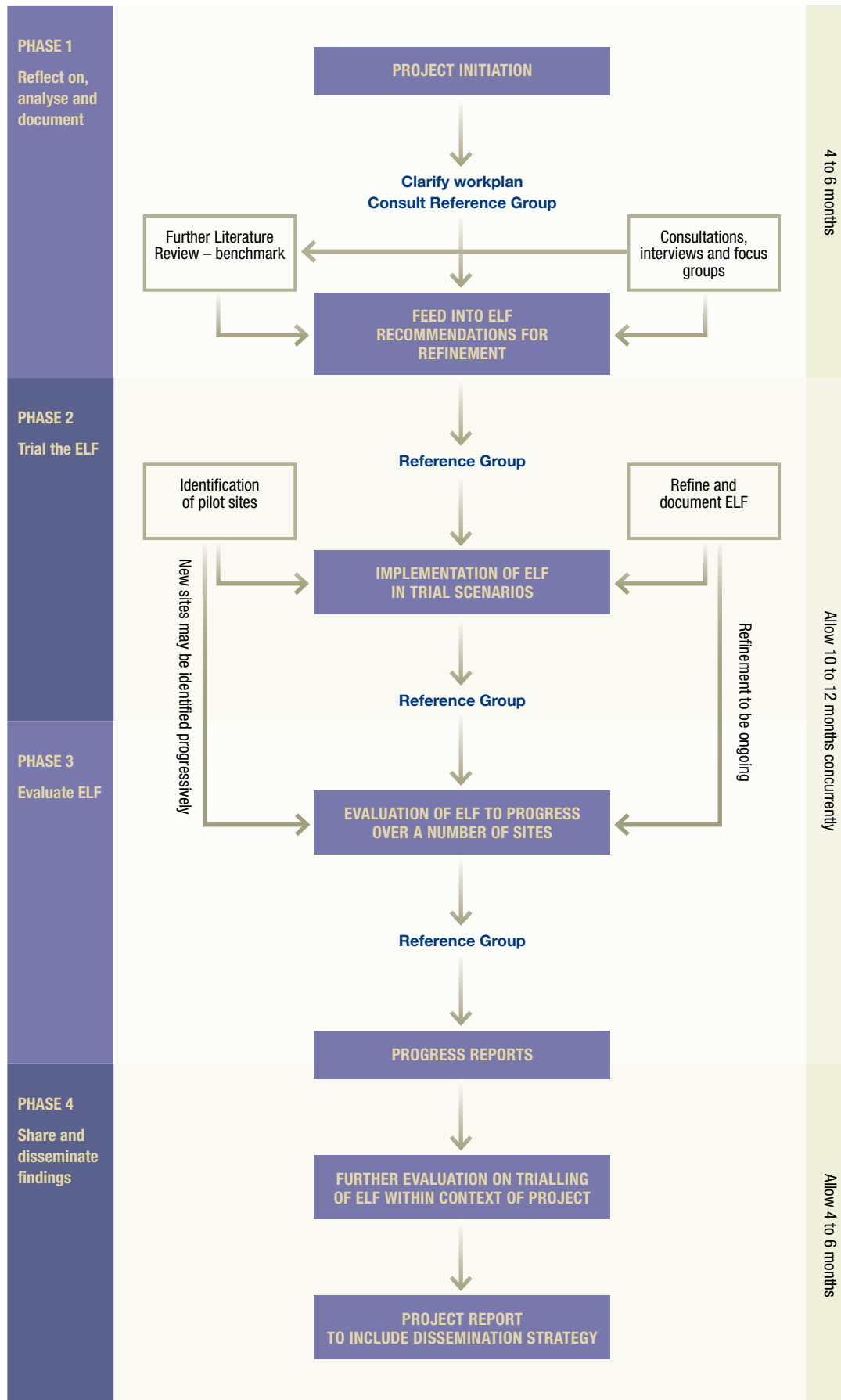


Figure 3.1 Project phases and methodology

3.1.1 Phase 1: Reflect, analyse and document

The intent of the initial phase was to reflect on, analyse and document the work-plan of the project and to expand upon and refine the original Emerging Leadership Framework (ELF–v.1 described earlier) which was the backbone of the project. Activities for this phase were:

- > clarifying the project work-plan and consulting with the Project Reference Group;
- > undertaking an initial literature review;
- > developing the systematic unit improvement strategy which would structure case study trials in Phases 2 & 3;
- > establishing case study 'response teams' as part of that strategy.

3.1.2 Phases 2 & 3: Trialling and evaluating the ELF

Phases 2 & 3 are disaggregated on the flow chart in Figure 3.1, but in fact many of the listed activities ran in parallel. These activities included:

- > implementation of the case study trials in five sites (four on-shore and one at the Sunway campus in Malaysia);
- > reflecting upon findings from the case studies (which were mapped into a matrix based on the initial ELF–v.1) to inform iterative versions of the ELF;
- > ongoing literature searches to expand upon the initial literature review undertaken in Phase 1, elaborating on emerging concepts of leadership and improvement in learning and teaching, particularly in higher education;
- > developing material for a *Leading Excellence* website to be linked to both the CALT website at Monash and the ALTC LELTP website¹;
- > organising a workshop for Monash academic staff who specialise in leadership theory and scholarship to evaluate the development and potential applications of the ELF;
- > investigating studies/organisations which used 'organic-referenced' leadership frameworks to implement change as a means to ameliorate perceptions of the ELF as static and managerial. Particular inspiration was gleaned from the organic, fluid approach of the New Zealand Tipu Ake Lifecycle (a leadership model for team-empowering actions that encourage innovation, rapid learning and agility in proactive and innovative organisations²);

1 While significant work was done on a project website during the early phases a decision was made *not* to have the site go live as it seemed to lack substance. As the project information was frequently expanding the task of ongoing monitoring and updating of the site became daunting. In other words the value of the site at this stage seemed minimal.

2 Te Whaiti Nui-a-Toi, 'Tipu Ake: a leadership model for innovative organizations', 2001, viewed May 21, 2008, <http://www.tipuake.org.nz/files/pdf/Tipu_Ake_Model.pdf>. The model is shown in Appendix 12. Additional information about the Tipu Ake Lifecycle is included in Appendix 8, 'Theoretical underpinnings: literature review'.

- > exploring other sources of relevant data to help inform and test the framework. Participation in development activities associated with other ALTC leadership project recipients, including the University of Western Sydney and ANU, provided a point of reference and assisted with clarifying the direction of the Monash project;
- > searching for a way to visually demonstrate key elements (and their interaction) within emergent versions of the framework to develop the 'next generation' of the visual framework;
- > consulting with key external 'experts' working in the field of 'leadership in higher education', and testing the then-current version of the visual framework and its potential application;
- > consulting individually with a range of staff across Monash who contribute to the leadership of learning and teaching in a variety of ways, testing and gaining feedback on the visual framework;
- > briefing a graphic designer to produce a visual depiction of the ELF that captured the complexities of the framework in a simple and engaging model;
- > testing the 'professionally-designed' framework posters and accompanying matrix tool (Appendices 7, 15 & 14) in a faculty at Monash, drawing on data from an under-performing unit as identified through unit evaluation data;
- > arranging for an external evaluator to observe and report on the faculty workshop;
- > preparing interim reports for ALTC and making a presentation at the national ALTC Forum (2007) to obtain wider feedback on the progress of the project.

3.1.3 Phase 4: Sharing and disseminating findings

Phase 4 was a highly productive and active phase of the project. Activities included:

- > refining and editing the 'new generation' framework posters and preparing a one-page overview of the project for information and promotion (Appendix 11);
- > presenting the 'new generation' Engaging Leadership Framework (ELF-v.6) to a national ALTC Forum in February 2008;
- > holding discussions with Staff Development and Human Resources management at Monash regarding the potential to embed the ELF into university-wide leadership programs;
- > making an ELF presentation to the Monash Leadership Reference Group – a key high-level group consisting of DVCs and divisional/faculty leaders;
- > disseminating information about the ELF across Monash including workshops and presentations at Sunway campus in Malaysia (February 2008) and South Africa campus (April 2008);

- > formulating proposal priorities for the Leadership for Excellence in Learning and Teaching Program Consolidation funding round³;
- > producing the Final Report for the project in accordance with guidelines from the ALTC;
- > providing material on the life of the project to an external evaluator who will complete the Evaluation Report required by the ALTC.

The embedding, information-sharing, and dissemination activities undertaken in this phase of the project are described in more detail in Part 5 'Leading quality: a work in practice' and Part 6 'Leading by example: transferability and dissemination'.

3.2 Key activities

Key activities that were critical to the evolution of the final version of the ELF are now described in more detail. These were the case study trials, the literature review, consultations, workshops and the emergent graphic depiction of the ELF.

Key activities that were critical to the evolution of the final version of the ELF are now described in more detail. These were the case study trials, the literature review, consultations, workshops and the emergent graphic depiction of the ELF.

3.2.1 Case studies

The case studies involved targeted efforts to improve the quality of the learning experience for students. They were undertaken primarily in the early phases of this project and helped to inform emergent versions of the ELF (ELF-v.1–v.4: Appendices 2–5). The case studies: a) provided tangible evidence of improvements in learning and teaching following interventions developed in response to identified problem areas; and b) provided information on factors that contribute to effective leadership – in many cases also highlighting potential and existing barriers which limit the ability of leaders to achieve change.

The case study methodology was based on a unit improvement strategy developed and promoted at Monash since 2006. The strategy involved the Centre for Higher Education Quality (CHEQ) and the Centre for the Advancement of Learning and Teaching (CALT) working collaboratively with faculties to achieve improvements in student satisfaction and performance levels. As mentioned previously, the guidelines for the strategy were to:

- > work from data sources, initially student satisfaction data;
- > target units which were under-performing as a priority;

3 The proposal 'Consolidation and rollout of the Engaging Leadership Framework (ELF): working with regional, rural and/or remote institutions within the higher education sector' was unsuccessful in the 2008 LELTP consolidation round.



- > establish response teams consisting of CHEQ, CALT and faculty staff;
- > provide focused support and intervention activities;
- > draw on research-based theory and practice on effective learning and teaching;
- > focus initially on aspects which were perceived as being relatively easy to improve;
- > link staff and student development support;
- > provide concentrated support over a short term to achieve high impact;
- > utilise high-performing units as exemplars;
- > document and demonstrate improvement as a consequence of the actions taken.

As previously discussed (2.2), the initial leadership framework (ELF–v.1), emerged from the cumulative experience of introducing work-based cohorts of students into Faculty of Education programs. The diversification of the student profile required the faculty to find innovative ways to lead and manage this change while providing a quality learning experience for students. Central to this work was the challenge of how to provide effective leadership of learning and teaching and at the same time deliver quality outcomes. The *Leading Excellence* project provided the opportunity to utilise and test the usefulness of the ELF in a broader quality improvement arena. The ELF would give structure and substance to the systematic improvement strategy designed to target under-performing units.

The starting point for each of the case studies was the findings from Monash University Unit Evaluation Student Surveys. These surveys were introduced in 2005, after several years of development, consultation, trialling and monitoring of evaluation survey tools at Monash. The surveys provide university-wide feedback on student satisfaction levels and are underpinned by a policy that requires all units to be assessed at least once a year in the year they are offered.

The survey structure is based on a five-point Likert scale⁴. In addition two other response options are available: (6) not applicable and (7) don't know. The survey comprises a common core of eight university-wide quantitative questions and two qualitative questions.

The core quantitative questions are:

- 1 The learning objectives of this unit were made clear to me
- 2 The unit enabled me to achieve the learning objectives
- 3 I found the unit to be intellectually stimulating
- 4 I found the resources provided for the unit to be helpful
- 5 I received constructive feedback on my work

4 In a five-point Likert scale (1) is *strongly disagree*, (2) is *disagree*, (3) is *neutral*, (4) is *agree* and (5) is *strongly agree*. Respondents circle the appropriate answer to the survey question according to their knowledge and/or experience.

- 6 The feedback I received was provided in time to help me improve
- 7 The overall amount of work required of me for this unit was appropriate
- 8 Overall I was satisfied with the quality of this unit

The two qualitative questions ask students to firstly, provide feedback on aspects that they liked most about the unit and secondly, what improvements need to be made. In addition faculties have the ability to include up to ten extra discipline or faculty specific questions.

The provision of the eight common university-wide questions enables many useful comparisons to be drawn from the data. The mean for items in one unit can be compared to the corresponding item-mean from other units within the faculty. The faculty mean for each item can be also compared to the university mean and to other faculties' means for that item. As the survey tool has remained constant since 2005, time series data is also available to measure trends in unit items. For example, it is possible to observe if student satisfaction is trending up, down or staying the same. It is also possible to identify areas of student concern at the unit, department, campus and faculty levels.

The qualitative data is also a useful source of information and often provides clarification of areas of concern identified in the initial eight questions.

For example, questions five and six of the survey deal with lack of timely and effective feedback and frequently show up as areas where students are dissatisfied. The qualitative comments sometimes elaborate on these concerns, providing clues to student expectations and reasons for their frustration. Typical comments in relation to lack of feedback mention such things as 'not getting assessment back in time to help with the next assignment' or 'difficulty in being able to contact staff during semester time'.

In each of the case studies, reports on the unit evaluation findings were initially prepared by CHEQ. These reports identified units which were in the bottom 25% of units across the university based on item Number 8, the general satisfaction item. These reports were made available to senior faculty staff and were the basis for preliminary discussions with faculties. These discussions usually involved the Dean and/or Associate Dean (Teaching) and/or Faculty Manager, as well as senior CALT and CHEQ staff. The objective was to discuss the results and identify units that would be the focus for intensive intervention. A 'response' team consisting of staff from CHEQ, CALT and the relevant faculty was established to develop and implement an action plan to address the concerns identified in the survey data.

The improvement method was based on the four phases of the Monash 'quality cycle' of 'plan', 'act', 'evaluate' and 'improve'. A summary of the initial methodology and work flow is outlined on pages 24–25 (Figure 3.2). As the process evolved, the methodology was refined and improved but the basic

A 'response' team consisting of staff from CHEQ, CALT and the relevant faculty was established to develop and implement an action plan to address the concerns identified in the survey data.



structure and guidelines remained constant. One of the major difficulties encountered in implementing the methodology was that once a project commenced, it often took on a life of its own and delays and detours were quite common. One of the main impediments related to the availability of faculty staff for meetings, discussions and professional development activities. Staff sometimes found it difficult to attend these activities on top of their regular teaching, research and administrative commitments. There were also issues around prioritising workloads. Where senior management had not clearly articulated the importance of the project, involvement of staff seemed to waver. These conflicting demands on staff often made it difficult to meet the action plan targets within the allotted time frame.

In order to learn from the processes followed by the response teams, the activities and observations from each case study were mapped into a matrix. The initial matrix was based on the Emerging Leadership Framework (ELF-v.1) and is shown in Appendix 13. As described previously, six drivers were nominated in the initial ELF as being critical to effective leadership (see 2.2 of this report). These were: relationship building; academic excellence; management systems; policy and planning; quality and communication. These drivers became the analytical categories for the initial matrix (see 2.2.1–2.2.6).

The framework also emphasised the importance of identifying and supporting the different levels of leadership charged with the responsibility for effecting change. The ELF nominated three levels: the operational; the institutional and the external/community interface (see 2.2.7). In the documentation of the later case studies, special attention was given to capturing the roles of participants (individuals and teams) at each of these levels when completing the matrix.

Efforts were made to record accurately what worked well. Equally important was the feedback received from the participants and observations on how and when the process fell short of expectations. This was also recorded in the matrix for reference in future projects. Reflection on the information progressively entered in the matrices was critical to the evolution of the eventual Engaging Leadership Framework (ELF-v.6). Each case study built on earlier knowledge and helped refine and enhance the framework.

The pursuit of excellence is an ongoing activity. There is no room for complacency in learning and teaching in the current higher education market. The choice of targeting *under-performing* units for interventions as part of the *Leading Excellence* project should not be taken as an indication that the ELF is simply about reversing deficits in order to bring these units up to a 'standard'. The intent is that the ELF can also be applied to units that are performing well as a means of a) identifying factors contributing to their success as exemplars for other units and b) sustaining their success. The ELF is a diagnostic tool with wide applications.

A description of the case study sites, interventions undertaken and learnings for ELF development from each case study is provided in Appendix 9.

3.2.2 Literature review

It is a common convention in academic research to undertake a literature review in the area of study at the outset of a project. The purpose is usually to establish the parameters of existing knowledge in that area; to situate the project vis-à-vis that existing knowledge; and to identify possible gaps in the literature that the research project might seek to address. The literature review becomes a departure point for original research. Within the action research approach which has guided the *Leading Excellence* project, the literature review provides not only an initial point of departure, but is interrogated and extended across the life of the project. The review has been ongoing and dynamic – informing the theoretical constructs which underpin the ELF. A distillation of the literature review is provided in Appendix 8 and the key learnings for the development of the ELF are summarised in Part 4.

Within the action research approach which has guided the *Leading Excellence* project, the literature review is interrogated and extended across the life of the project.

3.2.3 Consultations

In Phase 3 a series of consultations were held with eighteen key informants. Four of these were with people external to Monash who have expertise in learning and teaching in higher education. Fourteen were with Monash staff who were representative of operational and institutional levels of leadership. The main purposes of the consultations were to:

- > present the outcomes of Phase 3 activities, and particularly the then-current visual model (ELF-v.5) at the core of the project;
- > obtain a mix of external and internal feedback from a range of key players in learning and teaching in higher education who, in the main, had not been directly involved in the development work undertaken in the earlier phases of the project;
- > seek guidance and counsel on the perceived usefulness and application of the ELF;
- > reflect on the overall framework and elicit recommendations for enhancement from the key participants.

These consultations were semi structured and conducted on an individual basis. The informants were provided with briefing notes beforehand. Detailed information on the consultations is provided in Appendix 10. In addition to these formal meetings, informal consultations involving conversation and unstructured discussion also took place throughout the life of the project.

The Project Reference Group members were provided with regular updates on the progress of the project to allow for their expert input. Often their feedback was provided on an individual basis as it was difficult to arrange to have all members together at the same time. Also several of the Reference Group



	Phase 1	Phase 2	Phase 3	Communication and Documentation strategies:
PLAN	Core planning team - CHEQ Director and/or nominee - CALT Director, and/or nominee <i>Working with data sources</i> Identify for each faculty the bottom 25% poorest performing units on the satisfaction item, using the most recent unit evaluation data. Also identify other units which have items with scores 10% or more below the Faculty mean. Focus on units with large class sizes and with good response rates. Analyse these units further with regard to other unit evaluation items and open-ended question responses. Identify any sequential or related poorly performing units e.g. units in same course or year level. Select priority units and issues for attention.	Meet with Dean, ADT and Faculty Manager and other relevant staff from target faculty. Provide faculties with report containing: Excel table of Hot Spots, i.e. units within the bottom 25% and units which have any other items 10% or more below the Faculty mean. Confirm class size of selected units. Cross-reference with MEQ 2003 & 2005 data and any other source material that faculties have collated. Agree on units to target and apparent issues. Core team to identify CALT project team leader.	Project leader to recommend and establish a response team consisting of CALT, faculty (and CHEQ staff) where appropriate. Appropriate faculty staff to join team would most likely include: ADTs, unit or course coordinators, quality manager and staff involved in teaching target units. Project leader to develop Action Plan drawing on quantitative and qualitative data from evaluation reports and supplementary contextual and political information obtained through discussions with faculty. Implementation of plan to span 8 weeks maximum. Team to consult widely with teaching staff (including sessional staff) and if necessary students to better understand reasons for problems and type of support required, including classroom observation where appropriate.	Project endorsed by SDVC, and PVC(Q) and relevant University committees informed.
ACT	Response team implements action plan. Project leader to view the Action Plan as a dynamic document and progressively report on what worked and what needs to be added to the Plan.	The implementation of the Action Plan will involve working with Staff on various intervention strategies to improve the units. <i>Suggestions:</i> This might include for example: > clarify unit objectives; > review of assessment used in the unit leading to assistance with assignment design, aligning assessment with unit objectives, reconsideration of the timing and number of assessments; > classroom observation and feedback to improve aspects of the teaching of the unit. <i>Suggestion:</i> (Project leaders to collectively develop a learning and teaching template which can be used to quickly review unit.)	If required, working with students on various intervention strategies to improve the units. <i>Suggestions:</i> This might include for example: > raising student awareness related to feedback including types of feedback, how to obtain and listen for feedback, learning from peers, listening in tutorials, tuning in to online feedback through MUSO sites; > focus groups to learn more about issues related to the unit.	Project leader to document progress on Action Plan and note any variations. Project leader to meet with Deputy Director at least once each fortnight during implementation phase of project to discuss progress, problems, assistance required

Figure 3.2 Case study methodology and workflow

	Phase 1	Phase 2	Phase 3	Communication and Documentation strategies:
EVALUATE	Core planning team to oversee, monitor and support the faculty-based response teams. Each response team to view the Action Plan as a dynamic document and progressively report on what worked and what needs to be added to the Plan.	As part of the ongoing monitoring of the Action Plan response team to gather data on how useful staff and students found the support. This might be through consultation with staff and focus groups with current students.	Core planning team to liaise with Faculty leadership and assess the perceived effectiveness and satisfaction with the response team's actions.	Core team to prepare regular progress reports for distribution within CALT and to the SDVC, and the PVC(Q).

	Phase 1	Phase 2	Phase 3	Communication and Documentation strategies:
IMPROVE	Project leaders of response team to prepare recommendations for subsequent response teams. Where possible a CALT or CHEQ staff member from the previous response team to assist (be part of) a newly formed response team in another faculty to ensure transfer of learning.	CALT project leader to: > monitor next round of Unit Evaluation and any other relevant data to see if there are any changes in the targeted units post intervention. > prepare a report on the intervention activities and impact. > submit report to CALT Directorate for review and relevant distribution.	Core planning team to monitor and evaluate the observable changes that have been implemented as a result of the response teams actions.	Reports to VCGQ Academic Board, Education Committee, Learning Teaching and Quality Committee, relevant Dean/ADT/Faculty Manager and teaching staff. Feedback to students and staff on improvements that have been implemented as a result of student feedback in unit evaluations and MEQ. Academic publications

participants changed jobs and moved to other organisations during the course of the project which made ongoing contact more difficult.

3.2.4 Workshops

Two main workshops were organised during the life of the project. The first took place in Phase 2 (February 2007). In order to evaluate the ELF at this point and bring a scholarly perspective to the framework, a decision was made to hold a half-day workshop with a group of ten academic staff who teach and research in the area of leadership at Monash University. Content included a brief overview of the ELF, an update on the trials to date and discussion regarding the perceived utility of the framework and its structure.

In summary, while the workshop with the leadership ‘experts/scholars’ was confronting it precipitated a fresh look at the ELF. The leadership scholars challenged the actions and activities that had been identified within each driver and level of the framework. They questioned how the ELF might be better linked to work patterns, incentives and teaching performance. Most importantly, they emphasised the need for a better way of depicting the ‘framework’, particularly with respect to the visualisation of the model. The project team subsequently acted on all these observations.

The second ‘application’ workshop was conducted late in Phase 3 (January 2008) with participants from a faculty within Monash University. The objective was to ‘road-test’ the new generation ELF framework and accompanying matrix tool as a way of interrogating evidence for improving quality of learning and teaching (Appendix 7 & 14). Data was drawn from an under-performing unit and participants (including the ADT and the course coordinator) undertook a practical application of the ELF to identify problem areas internal and external to the unit, and to plan possible quality enhancement strategies. At the same time, participants reflected upon the practical use of the ELF: its clarity of intent; level of user-friendliness; flexibility (in terms of local application); and its usefulness to stakeholders (in terms of providing information to help assess evidence, and in identifying and implementing improvement opportunities). The workshop was audited by an external evaluator⁵. Findings are discussed in Section 4.5.

3.2.5 Graphic design

The development of the graphic representation of the ELF is an example of how action research was used to solve the task of reducing quite complex concepts into a simple, ‘inspirational’ visual depiction which would convey

⁵ The report from the external evaluator is available on request from the *Leading Excellence* Project Leader, Lorraine Bennett (Lorraine.Bennett@calt.monash.edu.au).

its strengths without too much clutter. Figure 3.3 provides a storyboard of the evolution of the graphic representation of the ELF from versions 1–6 (also provided in Appendix 1).

Towards the end of Phase 3, the graphic representation of the ELF was referred to a professional graphic designer for the development of an improved design which better captured the intent of the framework. The final ELF visual depiction is a direct result of the quality of the brief provided to the graphic designer. This brief was a distillation of the extensive development, consultation, testing, reflection and synthesis undertaken throughout the life of the project. Without this period of development, punctuated with incubation periods, it would have been difficult to convey to the designer, the requisite elements, their interrelationship and relative importance in order to depict them visually. The simplicity of the framework, as captured by the graphic designer, masks a comprehensive approach to leadership and all its complexities. Three poster size versions were produced for promotional purposes: Poster 1 shows the ELF and its components; Poster 2 uses the ‘scholarship’ dimension as an exemplar of the interaction between the trilogy of excellence and the quality cycle; and Poster 3 depicts the ELF Matrix tool as an example of a method for documenting application of the ELF (Appendices 7, 15 & 14). It is planned that future versions of Poster 3 might depict other tools for application (for example a flow chart, mind map or checklist) depending on feedback from ELF users.

The workshop with the leadership ‘experts/scholars’ emphasised the need for a better way of depicting the ‘framework’, particularly with respect to the visualisation of the model.



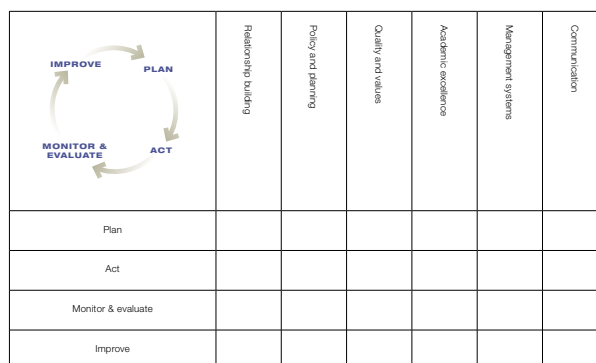
ELF VERSION 1 (appendix 2)

The initial version of the leadership framework originated in the Faculty of Education in 2006 and was known the Emerging Leadership Framework (ELF1). The framework proposed an integrated teaching and research framework and nominated six drivers crucial to effective leadership of improvement of learning and teaching. These were: relationship building, academic excellence, management systems, policy and planning, quality, and communication. The framework also indicated that for change to be effective, the goals of leaders need to be aligned and support each other at three levels – the operational level, the institutional level and the external level.



ELF VERSION 2 (appendix 3)

The second discernible phase of the Engaging Leadership Framework (ELF2) overlaid the phases of the Monash University Quality Cycle — plan, act, evaluate and improve — into the framework. The aim was to underpin the framework structure with a clear and logical process for implementing improvement.



ELF VERSION 3 (appendix 4)

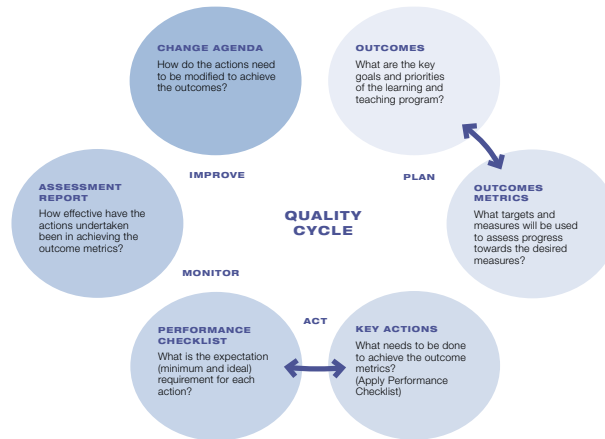
The next version of the framework moved away from the matrix format and tried to visually depict the drivers (enablers) and tools within a pyramid structure (ELF3). While this structure brought out the importance for effective leadership of the 'trilogy of excellence' — excellence in scholarship, engagement, and management — the power of the quality cycle became lost in the framework.



Figure 3. 3 Evolution of the graphic depiction of the Engaging Leadership Framework (ELF versions 1–6)

ELF VERSION 4 (appendix 5)

ELF4 was an attempt to recapture the quality cycle. By doing so the purpose of the cycle was clarified and a decision was taken to start the cycle with the data phase (evaluate the evidence). However, the framework then failed to capture the essence of leadership within the higher education sector.



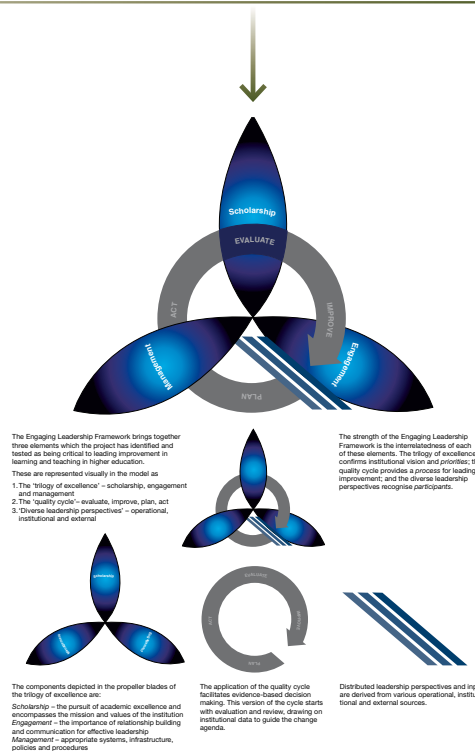
ELF VERSION 5 (appendix 6)

After further consultation, reflection and review ELF5 was created. This framework proposed a circular design where the Quality Cycle was shown as the fulcrum around which the dimensions of scholarship (combining the previous drivers of academic excellence and quality and values), engagement (combining relationship and communication) and infrastructure (combining policy and planning and management systems) turned. This captured the staged and systematic approach sought, however it was considered too complex to be a useful tool.



ELF VERSION 6 (appendix 7)

Finally, a professional graphic designer was briefed and after experimenting with a number of images and concepts, the Engaging Leadership Framework (ELF6), was created. ELF6 provides a simple, easy-to-follow visual solution to a number of complex concepts and principles that were identified through the course of the project as being essential to effective leadership of improvement in learning and teaching.



Part 3 has described the phases and activities of the project. Key activities were described in detail. Part 4 describes learnings derived from: the application of the ELF as a tool for improving student learning outcomes in the initial case studies; the ongoing review of the literature; consultations; and a further 'workshop' trial.



Leading evidence: what did we find?

The *Leading Excellence* project sought to develop a Leadership Framework which would facilitate strategic and systematic improvement in learning and teaching based on evidence.

The project involved trialling the application of an existing leadership framework (ELF–v.1) to interrogate student satisfaction and performance data in order to:

- > demonstrate the value of a holistic approach to facilitating *discernible benefits for student learning*;
- > provide an empirical base (supplemented by literature review, consultations, workshops, visual depiction) for *the development of a new framework*.

The sequencing and title of Part 3, ‘What did we do?’ and Part 4 ‘What did we find?’ may suggest to the reader a simple, linear process of activity and findings. This is an artifice which is designed to make the document more accessible to the reader. In fact there was a constant interplay between activity and findings (or learnings) throughout the life of the project in accordance with the spirit of action research.

4.1 Discernible benefits for student learning: case studies

The ELF was trialled in five ‘case study’ sites where particular units had been deemed ‘underperforming’ (see 3.2.1 of this report; Appendix 9). Following the interventions planned and implemented by the CALT/CHEQ response team and faculty staff at each site, there were measurable improvements in target units as evidenced by responses to Item 8 (the student satisfaction item) on a subsequent administration of the Unit Evaluation questionnaire. Based on

previous analysis undertaken at Monash, item 8 has been shown¹ to be a reliable and valid indicator of student learning outcomes, so that a rise in this score is indicative of overall improvement in student learning expressed in terms of student satisfaction. The individual results for units in Case Studies 1–4 are presented as bar charts in Appendix 9. The availability of student evaluation data to measure the impact of intervention activities in Case Study Five is not yet available but anecdotal evidence suggests positive outcomes.

In Case Study One when the target units were next evaluated (Semester 2, 2006) the mean for the satisfaction item in four of the units improved, while satisfaction in the remaining unit remained almost the same. In addition to the improvements recorded in the unit evaluation findings, the team also reported a ‘mushroom’ effect across the faculty as a result of the development activity and discussion associated with the intervention. As a result the faculty’s Education Committee, led by the Associate Dean (Teaching), introduced a number of faculty-wide improvements including more continuous assessment in all units across the degree program; use of audience-response systems in large lectures; and use of online and multimedia support strategies with the aim of improving timely feedback. In addition, the faculty structure was changed to facilitate greater emphasis on continual unit and course improvement. It was reported that the faculty leadership felt more empowered to align and coordinate systems and resources within the faculty to support the learning and teaching mission of the university.

When the target units in Case Study Two were evaluated following the intervention (Semester 1, 2007) the mean for the satisfaction item in five of the units improved, with two units showing less satisfaction (one clearly below 3). Students reported problems with the heavy workload and assessment in these units and the response team recommended further work on these matters. The interdisciplinary and cross-campus nature of these core units seemed to account for some of the inconsistencies expressed by both staff and students in relation to these units.

When the core unit which was the target of the intervention in Case Study Three was next evaluated (Semester 2, 2007) the mean for the satisfaction item had improved quite markedly. In Case Study Four (also re-evaluated in Semester 2, 2007) the mean for the satisfaction item in one unit showed little improvement but the other unit had improved quite substantially.

Measurable improvement in the general satisfaction item (Item 8) then was evident in the majority of units following the interventions. It is impossible to claim a direct, causal link between the improvements and the application of the ELF, or any of the specified interventions. However, it can be said that the application of the ELF to interrogate student evaluation data and subsequently plan and implement intervention strategies was certainly associated with

1 Monash University Centre for Higher Education Quality, *Guide to interpreting unit evaluation and MonQeST reports*, 2008, viewed June 15, 2008, <<http://www.adm.monash.edu.au/cheq/evaluations/unit-evaluations/index.html>>.

improvement i.e. discernible benefits for student learning expressed in terms of student satisfaction.

The priority within *Leading Excellence* was to use the case studies as an empirical base for informing the development of the framework, not to establish causality. Case study applications allowed the project team to theorise the relative importance of particular drivers and their interrelationship. The perceived impact of ELF drivers (for example relationship building, communication, policy and systems alignment, and innovative, inclusive and interactive pedagogy) on the outcome of the intervention strategy was recorded and analysed. Findings were then fed back into the ELF development process. Detailed lists of learnings from individual case studies, for each of the elements within the ELF, are provided in Appendix 9.

For various reasons (including the individual level of commitment to the framework and its interpretation), the overt use of both the ELF and quality cycle ebbed and flowed. Nonetheless, the importance of both the quality cycle and the ELF became more evident as the case studies progressed and learnings accumulated.

In some cases, but not all, the team compared the pre- and post-test scores of the responses to other items on the Unit Evaluation survey to isolate more precisely what aspects of student learning had improved, for example, timely and effective feedback or intellectually stimulating coursework. Interrogation of additional student feedback data can be time consuming but provides a useful way to identifying specific areas for further intervention. Such analysis using the ELF is both desirable and necessary if leaders are to measure the effects of changes in teaching strategies on student learning outcomes.

The value of the Engaging Leadership Framework (ELF) for unit evaluation is that it engages the voice of students to lead improvements in learning and teaching. Students are able to provide constructive feedback on their unit in an informal and confidential manner. This allows them to actually contribute to the development of the unit, and gives them the power to identify strengths and weaknesses. The fact that leaders of learning and teaching interrogate this data, using the ELF framework, allows students to be a part of the process of shaping the curriculum. The importance and seriousness of these evaluations needs to be made clearer to students. If the University can use this feedback to improve the units, understanding that students are the principle cohort at this institution, then the entire community will benefit.

DASH JAYASURIYA
EDUCATION ACADEMIC AFFAIRS OFFICER
MONASH STUDENT ASSOCIATION
MONASH UNIVERSITY

4.2 Development of a new framework

The evolution of the final version of the Engaging Leadership Framework (ELF–v.6) was organic, involving an iterative and interactive process of action, reflection and development. The practical exercise of documenting the lessons for the ELF from each of the case studies helped to crystallise the important markers and enablers for implementation of effective organisation-wide leadership ultimately proposed in the ELF (3.2.1: Appendix 9). The experience of the case studies confirmed the decision to privilege the quality cycle as a key driver in the ELF, although the ELF team wrestled with how to convey it as the ‘engine’ of the improvement process. Similarly, reference to the literature base confirmed and challenged the validity of the theoretical constructs informing the ELF (3.2.2; Appendix 8). Consultation and workshop activities with learning and teaching staff and consultants, both within and external to the university yielded both theoretical and practical insights into the utility of the ELF and the challenges facing leaders of learning and teaching in higher education (3.2.4; Appendix 10). The necessity to continually re-conceptualise the depiction of the ELF in visual terms required the definition, selection, organisation and structuring of competing elements – culminating in a creative ‘leap’ with the production of the final version (ELF–v.6; 3.2.5).

Appendix 1 depicts the evolution of the framework through six iterations, and provides a brief summary of the changes that were made. Figure 4.1 depicts ELF–v.6.

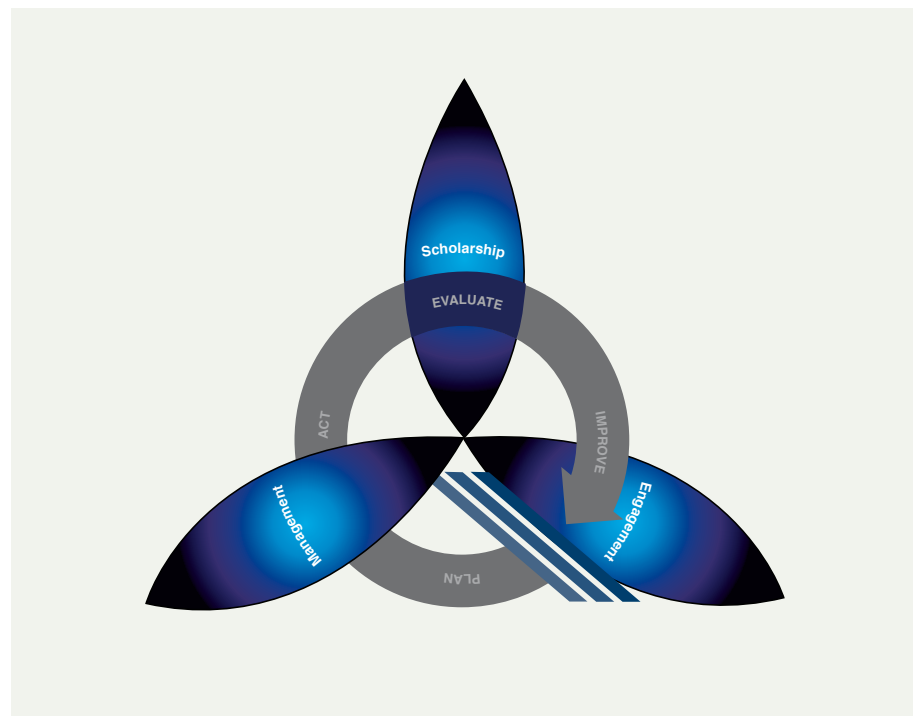


Figure 4.1 Engaging Leadership Framework (ELF–v.6)

4.3 The 'next generation' ELF (ELF-v.6)

The Engaging Leadership Framework brings together a 'trilogy of excellence' – excellence in scholarship, engagement and management, shown in Figure 4.2.

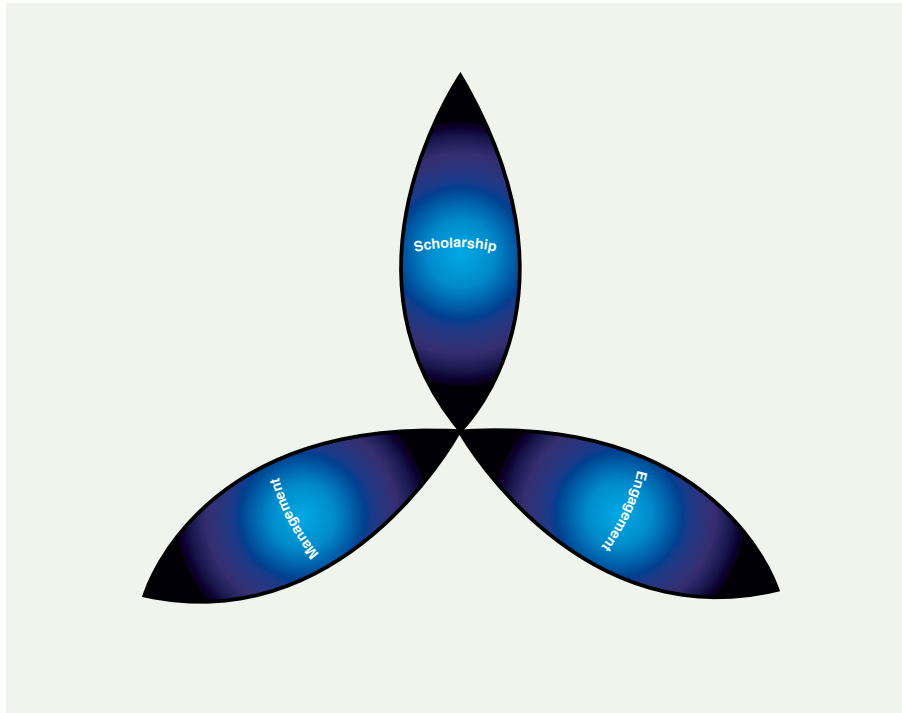


Figure 4.2 Engaging Leadership Framework 'trilogy of excellence'

The strength of the framework is the interrelatedness of the three areas of excellence, their location both within and beyond the quality cycle, and the potential for diverse leadership inputs (operational, institutional and external). The framework is primarily driven by evidence-based planning and decision making, as part of a quality improvement process. The following discussion summarises how learnings from key project activities informed the elements and structure of the ELF.

4.3.1 Scholarship

Scholarship involves the pursuit of academic excellence and encompasses the mission and values of the institution.

Scholarship is the first driver in the 'trilogy of excellence'. Academic excellence was identified in the initial ELF (ELF-v.1) as an important driver for effective leadership. In that version (drawn from experience within the

Faculty of Education, see 2.2) prior interpretations of 'academic excellence' were expanded because of the faculty's need to respond to a changing student cohort and consequent flexible models of program delivery. As the *Leading Excellence* project progressed, feedback from the various activities undertaken as part of the project led to the identification of further elements surrounding the concept of academic excellence. The term 'scholarship' was deemed a more inclusive term, capturing many of the hallmarks of effective leadership of education within the higher education sector. Scholarship is understood by Trigwell² to involve the 'knowledge of concepts of teaching and learning based on literature, the teaching and learning process, content and context, and the investigation, evaluation, communication and reflection on teaching and learning'. Boyer³ included the scholarship of teaching (bridging the gap between the scholar's knowledge and the student's understanding) in his redrawing of the boundaries of the idea of scholarship.

Findings from the literature reviewed on 'scholarship' over the course of the project both confirmed and challenged the positioning of scholarship as one of the trilogy of excellence. There was confirmation that scholarship needs to be redefined more broadly from research expertise in a subject area or discipline to include expertise in the scholarship of learning and teaching. Other propositions relevant to the notion of scholarship included that:

- > the 'knowledge era' is changing curriculum content and skills;
- > the skills of analysis, evaluation, and synthesis are becoming more important than mastery over a body of knowledge;
- > employability skills and vocational education need to recognise the social context of learning;
- > leadership at multiple levels of the university needs to support the goal of scholarship of learning and teaching;
- > innovation often emerges from the teacher-student interface;
- > the practices of academic heads of departments appear to be critical to developing an environment that fosters a culture of improvement of learning and teaching excellence;
- > cultural change is a long process – its success being dependent upon the development of shared values, vision and purpose across the organisation.

The literature also suggested that more empirically based work needs to be done to explicate the relationship between academic leadership and improved student learning outcomes. Key challenges for all levels of educational leadership include: how to turn innovation into normal practice; how to organise professional development of current and future faculty staff; how to

2 as cited by K Trigwell, E Martin, J Benjamin, & M Prosser, 'Scholarship of teaching: a model', *Higher Education Research and Development*, vol. 19, issue 2, 2000, pp. 155–168, viewed April 14, 2008, <<http://www.clt.uts.edu.au/Scholarship/A.Model.html>>.

3 E L Boyer, *Scholarship reconsidered: priorities for the professoriate*, Carnegie Foundation for the Advancement of Teaching, San Francisco, Jossey Bass, 1990, p. 16. It is noteworthy that the source is quoted in the Monash University *Learning and Teaching Plan 2003–5*, September 28, 2005, viewed May 6, 2008, <<http://www.monash.edu/about/learning-teaching-plan.html>>.

reward excellent teaching and educational scholarship; and how funding and resources for learning and teaching should be distributed relative to research. In addition, the literature on the nexus between research and teaching often talked about scholarship and quality, suggesting that envisioning policies that lead to demonstrable advances in students' learning outcomes and innovative pedagogy is THE challenge for leadership of excellence in scholarship.

The case study intervention teams drew upon the expertise within CALT and the relevant faculty to address the areas identified for improvement within the unit evaluations. They focused, for example, on the importance of accommodating diverse learning styles and both generic and discipline-specific teaching approaches. Workshops for staff on innovative assessment practices (aligned with objectives) and providing effective feedback to students were also provided. Sometimes quality was enhanced through relatively simple strategies such as reformulating and aligning learning objectives across delivery modes (lecture, tutorial, demonstration etc.) and campuses. Learning resources were improved and basic changes such as prioritising readings and linking resources to topics within the unit yielded positive outcomes. The inclusion of more student-centred teaching strategies was frequently suggested and mentoring and support for tutorial staff and demonstrators, including sessional staff, was introduced in some cases to improve the quality of the unit delivery. Examples of learning and teaching were celebrated and shared, as were examples of research-led teaching.

In the exercise of completing the case study matrices, 'academic excellence' and 'values and mission' actions often merged. As previously mentioned, the literature on the nexus between research and teaching often used the term 'scholarship', so the decision was made to rename the academic excellence dimension accordingly. This term seemed to more fully capture the sense of high level academic achievement, reputation and vision associated with effective leadership of education within the higher education sector.

A more detailed description of the impact of the literature review and the case studies on the formulation of the 'scholarship' dimension of the ELF is provided in Appendix 8, Theoretical underpinnings and Appendix 9, Case studies.

4.3.2 Engagement

Engagement recognises the importance of relationship building and communication for effective leadership.

In the original version of the ELF (ELF-v.1), the importance of relationship building and communication were nominated as key elements for effective leadership of learning and teaching (see 2.2.1 & 2.2.6). As the *Leading*

Excellence project developed through various consultation and reflection phases the significance of these two concepts was reinforced. It often became difficult to distinguish between the actions of relationship building and communication and eventually the term 'engagement' was chosen to encompass the thinking and practice exemplified by both. Engagement implies participation and involvement in any activity – learning and teaching, or wider organisational development.

The literature suggests that involving students in the content, management and evaluation of learning and teaching leads to improved learning outcomes. Students need to be kept informed of developments and changes. There is also strong support for the view that the engagement of staff with issues related to learning and teaching and planned implementation of changes is equally important for sustaining cultures of improvement. Similarly, the implementation of change strategies needs to recognise local context and the use of existing expertise to build trust and shared values. No matter how well conceptualised, powerfully sponsored, brilliantly structured or closely audited, reforms are likely to fail if resisted by key stakeholders. Therefore facilitating participation and involvement are essential requirements for leading improvement in learning and teaching.

The case studies confirmed the crucial role of relationship building and communication. In many cases, the intervention team were cognisant of the potential for defensiveness from faculty staff. A communication plan that specified involvement from both senior and middle management at the institutional level and various levels of operational staff was devised and implemented. In some instances, this 'chain' of shared responsibility broke down, as senior faculty staff failed to support and endorse the strategy, and/or did not provide guidance or support with time or resources for staff charged with implementing change. In some instances, an analysis of the data identified poor communication and coordination between lecturing and sessional staff, tutors and demonstrators. The issue of staff located across multiple campuses compounded this problem.

Where engagement worked well, multiple modes of communication were employed to inform stakeholders of plans and goals and to keep them abreast of developments. Staff were provided with progressive updates and reports on the rollout of the project, students were informed of improvements made as a result of their feedback, and reports were presented to university senior management on the outcomes of improvement initiatives. The MUSO (Monash University Studies Online) intranet proved useful for communicating information to large groups, as did videoconferencing for campuses separated by distance, and brochures for mass communication.

Face-to-face individual and team meetings were used to build plans, relationships and teamwork. Staff were able to build strong working relationships both top-down and across (levels/faculties/campuses) the

organisation. Such relationships were perceived to be based on respect, recognition of individual and group expertise, making a shared contribution to achievement of a mutually desirable goal and a preference for collaboration and teamwork.

A more detailed description of the impact of the literature review and the case studies on the formulation of the 'engagement' dimension of the ELF is provided in Appendix 8, Theoretical underpinnings and Appendix 9, Case studies.

4.3.3 Management

Management is concerned with facilitating effective leadership of learning and teaching by ensuring appropriate systems, policies, procedures and infrastructure are in place to support quality outcomes.

The need for responsive management systems for the effective leadership of learning and teaching was highlighted in the experience of cultural and organisational change in the Faculty of Education (which led to the development of the original ELF–v.1; see 2.2). The literature review and case studies within the *Leading Excellence* project confirmed the importance of this dimension in the development of the new generation ELF.

'Management' was identified as the third element in the 'trilogy of excellence'. In terms of effective leadership it means providing the appropriate infrastructure, policies, systems and resources to support learning and teaching excellence. It brings together the initial drivers in ELF–v.1 of management systems and policy and planning.

Management systems need to support, encourage and reward excellence in the scholarship of learning and teaching. Management practices include staff–student ratios, promotion criteria, recruitment and selection criteria, job descriptions, rewards and workload models that make provision for the often time-consuming role of leadership in learning and teaching.

Management systems need to support, encourage and reward excellence in the scholarship of learning and teaching.

There needs to be senior management support for pursuing learning and teaching innovation and excellence to build, sustain and ultimately institutionalise a scholarly pedagogical culture. It is vital that management tools, structures, processes and procedures are 'aligned' or 'congruent' with each other and support the core mission of improving the excellence of learning and teaching. The concept of a 'learning organisation' implies one with a culture of improvement as a shared, collaborative enterprise, not one based on compliance to external demands. When management



processes impede or contradict a stated mission, it breeds distrust of institutional 'rhetoric'.

Developing leadership capability is crucial for organisational development and achieving mission. Leadership is distinct from, but complementary to, management. Leadership implies notions such as 'visionary', 'inspiring', 'imagination/creativity', 'flexibility' 'setting directions' and 'value-based decision-making'. The function of management is described in terms such as 'planning', 'systematic', 'alignment' and 'coordinating systems and policies'. There are contested conceptions of the relationship between 'leadership' and 'management'. Each theory brings with it divergent implications for who should be targeted for leadership development, and how we should identify, select, and develop the skills and capacities of those in leadership positions. The ELF takes the position that management is a key function of leadership in learning and teaching.

Within the case studies, certain management activities emerged as important for leaders. Foremost was the need for adequate provision of induction programs and professional development specific to the career stage of academics. Such programs should be planned according to different departmental requirements and must include sessional staff. The alignment of systems and resources (for example, library, administration, and online systems) at multiple levels of leadership to support the learning and teaching mission of the university was also seen to be crucial. Where misalignment occurs, both actual and potential impediments to excellence follow.

The case studies also demonstrated other, diverse 'management' concerns for leadership of learning and teaching. These included the importance of providing systems for production and distribution of high-quality learning materials; ensuring workload and resource formulas take into account time for improvement activities and professional development; managing staff morale in the event of a major loss of students and staff; providing job descriptions and training manuals; and the need for improvement processes to be led and supported by both executive level academics and senior administrative staff.

The literature review suggested that the concept of 'management' has been divisive in higher education, promoting a divide between academic leaders who subscribe to discourses associated with 'academic freedom' and of institutional managers who dispense 'managerial' practices, values and norms. This divide can lead to the failure of management to win support from academic staff for organisational change and the failure of some academic staff to engage with the quality agenda. Even though there was a strong tendency from many academic staff to downplay, reject and even deny the role and value of management expertise for effective leadership of learning and teaching, the evidence from the case studies pointed to the need for aligned, flexible and robust policy, planning and management systems. Retention of this driver was viewed as being essential to the achievement of improvement in scholarly teaching and student learning outcomes.

A more detailed description of the impact of the literature review and the case studies on the formulation of the ‘management’ dimension of the ELF is provided in Appendix 8, Theoretical underpinnings and Appendix 9, Case studies.

4.3.4 Quality cycle

The application of the quality cycle - evaluate, improve, plan, act - places the focus on evidence-based planning and decision making and provides a process for quality improvement.

During the course of the *Leading Excellence* project, the dimension of ‘quality’ (originally one of six drivers in ELF–v.1) evolved into the ‘quality cycle’ to address the premise that effective leadership and improvement in learning and teaching in higher education is enhanced if a quality cycle (see Figure 4.3) is adopted to drive the process. The ELF framework illustrates this principle by embedding a variant of the quality cycle utilised at Monash (Figure 2.1). It is a variant because it begins with the ‘evaluate’ phase (involving collection and interrogation of data/evidence) rather than the ‘plan’ stage. The intention is that the data must be used to inform discussions and focus decisions about what needs to be improved or addressed. Once the target(s) for improvement are identified and agreed upon, the planning and implementation of the ‘intervention’ strategies and actions become much clearer. The cyclical nature of the quality cycle reflects the spirit of both action research methods (2.1) and the Tipu Ake leadership model (Appendix 12). It reinforces the critical importance of monitoring and reporting back on the outcomes of interventions, as part of a continuous improvement process.



Figure 4.3 The quality cycle

The literature suggests there has been resistance from some academics to the measurement tools used by quality auditors based on the time they consume, a supposed lowering of academic standards, and the perceived failure of management to listen to academics' concerns. Despite ongoing scrutiny, contestation and scholarship focused on the best way to measure quality, the measurement of student learning outcomes remains a key quality indicator in higher education.

Quality has been defined as: value for money, fitness of purpose, and transforming (Harvey and Green)⁴. The notion of 'quality' is distinguished from 'quality assurance' (QA), and 'quality enhancement' or 'quality improvement' (QI). The literature reports on the reasons behind the introduction of quality improvement systems in contemporary organisations and confirms the importance of 'listening' to the student voice in higher education. It also confirms the value of using a quality cycle process to lead and drive improvement, linking data collection and analysis to well thought-out and coordinated actions. Such actions can shift higher education cultures and systems so that they become more responsive to stakeholder needs. The value of continuing audits of 'quality' of higher education has been to emphasise the need for significant work on the processes and procedures of quality.

As previously noted, during the early stages of reflecting on the case studies, an ELF-inspired matrix (Appendix 13), containing the six drivers which were not distinguished in function or importance in the framework, was used to record and analyse the response teams' actions. The use of the Monash quality cycle of plan, act, evaluate and improve as the basis for the intervention methodology provided a process for implementing improvement. The conceptual linking of the ELF and the quality cycle was a major step forward in understanding and demonstrating how the framework could be applied to make improvements and lead change. The fact that initially the under-performing units targeted for intervention were identified by data gained from unit evaluation, showed the value of an evidence-based approach. As previously mentioned, it also meant a slight modification to the learning cycle so that the first step was to begin with what the data or evidence could tell us ('evaluate') – rather than, as it had been (commencing with 'plan').

The case studies demonstrated the need for continuous improvement which goes beyond preparation of materials for classroom delivery, to the establishment of *systems* to support continuous improvement. The importance of drawing upon evidence (research) which supports the logic behind using student evaluations to identify and target under-performing units was also identified.

4 L Harvey & D Green, 'Defining quality', *Assessment and Evaluation in Higher Education*, vol. 18, no. 1, 1993, pp. 9–34, quoted in J Biggs, *Teaching for quality learning at university: what the student does*, 2nd edn, The Society for Research into Higher Education & Open University Press, Berkshire, UK, 2003, p. 267.

A more detailed description of the impact of the literature review and the case studies on the formulation of the quality cycle dimension of the ELF is provided in Appendix 8, Theoretical underpinnings and Appendix 9 Case studies

4.3.5 Diverse leadership perspectives

Diverse leadership perspectives and inputs are derived from operational, institutional and external sources.

The concept of diverse leadership perspectives which appeared in the initial ELF–v.1 was confirmed by the activities in the *Leading Excellence* project. Diverse leadership perspectives is the third dimension of the ELF and acknowledges the importance of thinking about leadership as occurring at multiple levels – at the operational, institutional and external levels (see Figure 4.4). The operational level refers to the leadership required in departments, faculties and central support units where the main interface with students happens. The institutional level refers to the leadership demonstrated by the Council, vice-chancellors, deputy vice-chancellors, pro vice-chancellors, Academic Board members, deans and faculty managers as they interface with key stakeholders within the organisation. The external level refers to the leadership required to keep abreast of and engage with government departments and agencies, business and employer groups, professional associations, and the wider community. Leadership may be vested in individuals and/or shared by teams (committees).

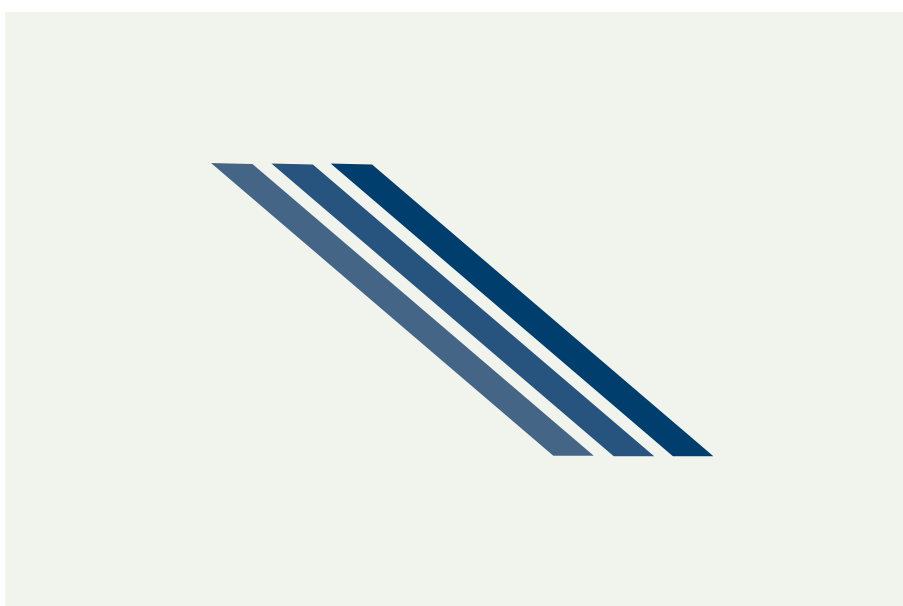


Figure 4.4 Diverse leadership perspectives

The concept of leadership ‘dispersed throughout an organisation’ or ‘distributed leadership’ is prominent in the literature concerning higher education. That literature supports a context-dependent model of leadership at the academic departmental level where improvement in teaching and learning practices is shown to be situated within a discipline, in a collaborative and collegiate environment and within an organisational structure. In other words, that leadership is contingent on a particular university’s history, vision, ambition, geographical location and strengths⁵.

The underlying assumptions of the ELF and its application have been heavily influenced by thinking reported by Drucker⁶, Garratt⁷ and others. They argue that strategic leadership is about the setting of directions, identifying and choosing activities, and committing resources to create compatibility between internal organisational strengths and the changing external environment within which the university operates. This underlines the need for institutional leaders in particular to keep abreast of and engage with external stakeholders, funding bodies and socio-economic and political global trends.

The case studies confirmed the importance of recognising the role and responsibilities of leaders throughout an organisation, referred to as ‘distributed leadership’. It was important for senior leaders to set agendas and lay out strategic goals which expressed the perspectives of external as well as internal stakeholders. It was also recognised that leadership needs to be interpreted and implemented by individuals and teams at the operational level. Such leadership provides a faculty or departmental perspective and takes the lead in setting priorities. Senior management needs to support those at the coalface by providing experience, knowledge and resources. The role of the CALT teams in the case study interventions exemplified the concept of distributed and shared leadership. They led by providing pedagogical and curriculum expertise, as well as identifying and bringing together diverse individuals into collaborative teams. Observations from the case studies demonstrated that while leadership is often associated with senior institutional positions, individuals or teams can also take the lead at the operational level to drive change and improvement. Another example arising from the case studies was the key leadership role taken by faculty-based curriculum management/course committees.

A more detailed description of the impact of the literature review and the case studies on the formulation of the ‘diverse leadership perspectives’ dimension of the ELF is provided in Appendix 8, Theoretical underpinnings and Appendix 9, Case studies.

⁵ P Ramsden, *Learning to lead in higher education*, Routledge, London, 1998.

⁶ P Drucker, *Management: tasks, responsibilities and practices*, Heinemann, London, 1974, pp. 95–129.

⁷ B Garratt, *Learning to lead: developing your organisation and yourself*, Harper Collins Publishers, London, 1995, p. 31.

4.4 Consultations

Following a process of review of the learnings from the case studies and the ongoing literature review, ELF–v.5 (Appendix 9) was taken to a number of internal and external learning and teaching experts and leaders for comment (see 3.2.3, Appendix 10: ‘Consultations’). The overall response to ELF–v.5 was positive. Participants viewed the framework as having solid theoretical underpinnings and a strong conceptual basis in terms of the principles and processes it articulated for leadership in learning and teaching. The framework was considered useful because it acknowledged and addressed learning and teaching problems from multiple perspectives and in a holistic manner.

Key informants supported the need for greater communication and cooperation, cultural change, integration of management systems and professional development proposed under the framework. In addition the ELF was viewed as having a useful application as a management or planning tool for higher education leadership in learning and teaching. The view that the ELF could be supported with professional learning opportunities or form part of an integrated induction package for new staff was also seen as important.

The visual depiction of the framework at that stage (ELF–v.5) was viewed as being too busy, repetitive and overwhelming. Many participants highlighted that the ELF as a stand-alone visual carried little meaning without the accompanying matrix of explanatory activities (Figure 4.5). In response, the visual presentation of the ELF was referred to a professional graphic designer for the development of an improved design which better captured the intent of the framework and refinement of the matrix. The result was the development of ELF–v.6 and the accompanying matrix which appears in Appendix 7 and Appendix 14.

It was also suggested that the ELF required further development to be effectively used at different levels to solve practical learning and teaching problems. Future development of the framework could include a computer diagnostic or website containing detailed activities/ priorities to solve particular learning and teaching problems. A bank of knowledge identifying available professional support, priority actions and case studies for using the ELF was also suggested.

The concept of leadership ‘dispersed throughout an organisation’ or ‘distributed leadership’ is prominent in the literature concerning higher education.



Scholarship		Engagement		Infrastructure	
Academic	Quality	Relationships	Communication	Policy	Management
PLAN	<i>Operational</i> Base planning on researched teaching (theoretical underpinnings)	<i>Operational</i> Ensure that Deans, ADTs, Program leaders and Faculty Staff are all aware of and committed to the University's values for excellence in L&T	<i>Operational</i> - Develop a Faculty Communication Plan - Plan informed, persuasive and consultative communication (research) - Plan website improvements	<i>Operational</i> Develop Action Plan with CALT, CHEQ and Faculty Staff to improve under-performing units* and recognise high performing units	<i>Operational</i> - Plan Project management systems with clearly defined tasks, responsibilities and timelines - Align admin support
	<i>Institutional</i> Encourage VC, VCG, Deans and Faculty Managers to actively recognise and reward excellence in L&T	<i>Institutional</i> Encourage VCG, DVC (Education) and PVC (Quality) to support leadership and promote excellence in L&T	<i>Institutional</i> Education Committee to support university-wide opportunities to share their teaching success e.g. VC Showcase	<i>Institutional</i> - Ensure University plans and policies incorporate L&T, outcomes, are future driven and respond to current HE context - Incorporate targets and measures for improvement	<i>Institutional</i> Establish management systems for student performance and satisfaction data to be collected, analysed and accessed in a timely and easy to understand way
	<i>Community</i> - Plan to attract and recruit best available staff to lead L&T at Monash - Plan for L&T using examples of best practice across HE sector	<i>Community</i> Plan to actively engage with and build strong relationships with key external parties such as DEST, Carrick Institute for HE, employer groups and professional associations	<i>Community</i> Ensure University/ Faculty Communication Strategies cover external networks	<i>Community</i> Adopt a global, political and socio-cultural view to leadership in L&T when developing Educational plans and leadership strategies	<i>Community</i> Plan to provide management systems which support excellence in L&T drawing on experiences across institutions/sector
ACT	<i>Operational</i> - Unit Guide templates exist - Objectives stated as learning outcomes - Assessment aligned to objectives and criteria included in Unit Guide - Unit MUSO site - Curriculum has international perspective - Research led (theoretical underpinnings) in curriculum - Evidence of innovative pedagogy	<i>Operational</i> - Involve Dean, ADTs and Faculty Managers in initial discussions to identify problems for attention as per student satisfaction data - Brief teaching staff (including sessional, part-time and tutors) - Conduct regular meetings with Managers and Staff - Involve students in the process - Foster dialogue between high performing units and lower performing units (mentor system)	<i>Operational</i> - Implement Communication plan - Ensure Staff understand the need for unit improvement (are engaged) - Students are regularly informed of improvements by referring to them in Unit improvement guides, emails and class discussions - Celebrate & communicate high performers and excellence in L&T	<i>Operational</i> Implement Action Plan to address unit improvement	<i>Operational</i> - Systems and processes are robust and sufficiently flexible enough to cope with contingency situations - Project managers or response team coordinators appointed (where appropriate) - Managers/ coordinators to have appropriate time allocation and authority
	<i>Operational</i> Everyone at the Operational level is aware of and committed to the organisation's culture, values and quality agenda and the need for Unit improvement and excellence in L&T – Develop a clear and systematic improvement strategy with targets and measures	<i>Operational</i> - Involve Dean, ADTs and Faculty Managers in initial discussions to identify problems for attention as per student satisfaction data - Brief teaching staff (including sessional, part-time and tutors) - Conduct regular meetings with Managers and Staff - Involve students in the process - Foster dialogue between high performing units and lower performing units (mentor system)	<i>Operational</i> - Implement Communication plan - Ensure Staff understand the need for unit improvement (are engaged) - Students are regularly informed of improvements by referring to them in Unit improvement guides, emails and class discussions - Celebrate & communicate high performers and excellence in L&T	<i>Operational</i> Implement Action Plan to address unit improvement	<i>Operational</i> - Systems and processes are robust and sufficiently flexible enough to cope with contingency situations - Project managers or response team coordinators appointed (where appropriate) - Managers/ coordinators to have appropriate time allocation and authority

Figure 4.5 ELF–v.5 matrix

MONITOR	<i>Institutional</i> - Enhanced PD opportunities for staff in L&T - Celebrate teaching excellence and improvements - Carrick teaching awards and citations <i>Community</i> - Benchmark performance in key L&T indicators against other HE organisations - Recruit from within and outside to build a high performing, diverse and talented workforce	<i>Institutional</i> - Deans and ADTs to oversee responsibility in Faculties for improvements - VCG and Deans are aware and involved in unit improvement activities <i>Community</i> - Demonstrate awareness of the needs of graduate employers - Be cognizant of current and new accreditation/quality requirements of professional organisations and HE L&T best practice models	<i>Institutional</i> - VCG and DVC (Education) working with Deans and ADTs to support leadership and promote excellence in L&T <i>Community</i> - Relationships formed with key external parties such as DEST, Carrick Institute for HE, employer groups and professional/ employer associations - Contribute to and help shape national policy on L&T in higher education	<i>Institutional</i> - Education Committee promoting excellence in teaching - Acknowledge teaching excellence in Monash publications and presentations <i>Community</i> - Actively participate in Carrick activities associated with excellence in leadership - Prepare and present papers at national and international conferences	<i>Institutional</i> - Provide reports and data on Monash L&T plans and policies to VCG and Deans - Current L&T policies and procedures are followed <i>Community</i> - Develop awareness of Education Plans and policies including those specifically for L&T from other HE institutions - Be cognizant of local influences particularly at regional and offshore campuses	<i>Institutional</i> - Deans, ADTs and Faculty managers to oversee and ensure staff have access to appropriate management systems for the delivery of L&T <i>Community</i> - Benchmark management systems available at Monash against other universities/ shared learning – experience - Provide funding/ resources for establishment of systems in areas of high need/risk
	<i>Operational</i> - Evaluate implementation strategy (as per Action Plan) - Build up exemplars of good L&T practice - Gather data and evidence of the role of staff in intervention strategies <i>Institutional</i> - Evaluate faculty initiatives which: - support staff, - celebrate excellence in teaching <i>Community</i> - Benchmark unit performance against other HE institutions	<i>Operational</i> - Data routinely collected and relevant to the targets/ measures - Progress on Action Plan is documented especially where the Plan is amended or problems identified - Reports prepared on milestones and outcomes <i>Institutional</i> - Monitor effectiveness of Faculty strategies for implementing improvements <i>Community</i> - Oversee progress on audit and accreditation findings - Oversee development of graduate attributes	<i>Operational</i> - Monitor awareness and effectiveness of relationships identified in the planning phase (Inclusive – Faculty Management, Deans, ADTs, CALT, CHEQ, teaching staff and students) <i>Institutional</i> - Monitor and review effectiveness of L&T relationships with VCG and Faculties <i>Community</i> - Regularly evaluate effectiveness of current relationships with external parties	<i>Operational</i> - Seek feedback on effectiveness of communication strategies (staff/student) - Measure awareness levels: surveys, 'hits' on websites - Conduct mini-audit of Unit Guides for reference to feedback on evaluations and improvements <i>Institutional</i> - Evaluate the effectiveness of university-wide communication strategies in promoting excellence in L&T <i>Community</i> - Monitor effectiveness of external communication channels e.g. quality of communication with graduate employer groups	<i>Operational</i> - Consistently monitor Action Plan for improvement - Keep track of policy and procedures which hinder or limit implementation of Action Plan <i>Institutional</i> - Regularly review Education Plans (university, faculty, school and department) with respect to achievement of targets and measures - Regularly review relevant L&T policies and procedures <i>Community</i> - Evaluate progress/ achievements against other HE institutions - Monitor rankings	<i>Operational</i> - Seek feedback from administrative staff involved in implementing management systems - Routinely collect data on participants/users of materials, attendance at workshops etc <i>Institutional</i> - Evaluate effectiveness of staff management systems to support excellence in L&T <i>Community</i> - Regularly monitor effectiveness and efficiency of current management systems to meet changing HE sector environment

Scholarship		Engagement		Infrastructure	
Academic	Quality	Relationships	Communication	Policy	Management
IMPROVE <i>Operational</i> - Feed curriculum, pedagogy and assessment 'best practice' into future programs <i>Institutional</i> - Encourage opportunities for improvements based on evaluation findings <i>Community</i> - Recruit outstanding staff in key areas of need - Improve L&T at Monash in line with 'best practice'	<i>Operational</i> Improvements recommended in reports/feedback into future Action Plans	<i>Operational</i> - Consolidate and build on relationships identified in the planning phase - Address relationship issues/gaps identified in the evaluation phase	<i>Operational</i> Improve Communication Plan in response to evaluation of implemented strategies	<i>Operational</i> Improvements to policies and procedures based on findings from the evaluation phase	<i>Operational</i> Make improvements to management systems based on the evaluation phase
	<i>Institutional</i> Ensure areas identified for improvement feed into future plans	<i>Institutional</i> Implement improvements to relationships identified in the evaluation phase	<i>Institutional</i> Recommend improvements to communication strategy where appropriate	<i>Institutional</i> - Amend Education Plans annually based on previous achievements - Amend policies and procedures	<i>Institutional</i> Implement improvements to management systems to address problems
	<i>Community</i> - Implement improvements - Report on Graduate attributes	<i>Community</i> Actively seek to consolidate and extend relationships with key players in the sector	<i>Community</i> Implement improvements to external communications as identified in evaluation	<i>Community</i> Implement improvements to policies associated with external relationships as identified in evaluation	<i>Community</i> Implement systematic improvements to management systems in priority order

Data Sources

- target bottom 10% of units for each faculty using the general satisfaction item
- target top 10% of units for each faculty using the general satisfaction item

Leadership Levels

- Institutional Level Leadership – encompasses Council members, VC, VCG, Deans, Faculty Managers, Directors of central units
- Operational Level Leadership – encompasses Deans and Faculty Managers, ADTs, HODs, Program Leaders, Course Coordinators, Unit Leaders, service delivery Managers/Coordinators, Teaching Staff
- Community Level Leadership – government departments and agencies, business and employer groups, professional associations and wider community

Figure 4.5 ELF-v.5 matrix (continued)

In my many years as Associate Dean Teaching (Education) I am constantly reminded of the importance of encouraging and building quality leadership of learning and teaching across the faculty. Development of effective leadership will be critical for the learning and teaching environment going into the future. I was very pleased to provide input and feedback to CALT on the evolving leadership framework through the consultation and development phase and really look forward to further collaboration on its development and implementation in the future.

PROFESSOR TONY LUFF
ASSOCIATE DEAN (EDUCATION)
FACULTY OF MEDICINE, NURSING AND HEALTH SCIENCES,
MONASH UNIVERSITY

4.5 Application workshop

With cumulative learnings from the literature, case studies and consultations in hand, and the new, simplified graphic of the ELF (ELF–v.6) in poster form (Appendix 7), a workshop was held in a faculty wishing to address under-performance in a particular unit as evidenced by unit evaluation data (see 3.2.4). ELF–v.6 was accompanied by an ‘ELF in practice poster’ (Appendix 15), a sample ELF matrix poster (see Appendix 14) and data relating to the target unit. Participants were introduced to ELF concepts. Guidelines and a ‘model’ template were provided. Participants were then invited to complete a unit-specific matrix by entering relevant data. This practical application of the ELF in a workshop setting was evaluated by an external consultant. The consultant reported that the intent of the model was clear; that participants believed the ELF could be focused around enhancing and broadening existing processes rather than replacing them; and that the model was flexible and could be adjusted to suit particular faculty needs (without compromising its potential as a common framework for the leadership of learning and teaching across the university). The ELF provided a disciplined way of categorising, and acting upon, evidence. Senior staff commented on the value of the ELF for strategic planning.

The main learnings from the workshop were that while the ELF is seen as a useful and robust conceptual framework for leadership of quality in learning and teaching, the tools for its application (the accompanying matrix) may need further refinement. There was endorsement that ways should be sought to integrate the framework into staff development and other leadership programs within Monash University. The evaluator’s report provided constructive suggestions for the refinement of subsequent ‘application’ workshops – a key dissemination activity.

Part 4 has summarised the learnings which flowed from the various key activities to inform the development of the final version of the ELF (ELF–v.6). Part 5 describes the contribution *Leading Excellence* makes to core policies related to learning and teaching at Monash University. A list of activities to embed the ELF within the university is then proposed.



Leading quality: a work in practice

The key charter of the Monash University Centre for the Advancement of Learning and Teaching (CALT) – the academic unit with stewardship of the ALTC *Leading Excellence* project – is advancing excellence in education at Monash University. Its mission is grounded in the University's key strategic documents. These documents are described below. Areas that are of direct relevance to the project are given emphasis by bold font. The question of how the *Leading Excellence* project outcomes can assist leading quality improvement in learning and teaching at Monash University is then addressed. A description of activities (taken to date and proposed) to embed the Engaging Leadership Framework (ELF) within the institution is also provided.

5.1 Strategic documents and learning and teaching

As Roberts et al.¹ note, development of shared values, vision and purpose across an organisation must underpin cultural change. Monash University is increasingly articulating and addressing *learning and teaching* issues in the documentation which guides the institution. The institutional success and sustainability of the *Leading Excellence* project lies in embedding its outcomes within the policies and structures developed by the university to support its mission.

In 2005 Monash University Council approved the document *Monash Directions 2025* which sets out the strategic directions of the university. The document incorporates a statement of purpose and core values from an earlier document, *Excellence and Diversity – Strategic Framework 2004–2008*.

1 C Roberts, D Oakey, D & J Hanstock, 'Developing a supportive environment for teaching and learning: a case study in a pre-1992 UK university', *Journal of Higher Education Policy and Management*, vol. 29, no. 3, November 2007, pp. 289–302.

According to *Monash Directions 2025*, Monash aims to be:

- > one of the best universities in the world (as ranked against other great universities);
- > a university 'in the world' (by engaging with the communities served by the university, and by prioritising research that will help improve the human condition) – specific mention is made that initial efforts will focus on **targeting undergraduate students' educational experience and improving the range and depth of postgraduate student experience**;
- > a distinctive university (emphasising the uniqueness of being research-led and truly international) – the document mentions that Monash will benchmark itself against the few universities with comparable characteristics and that it will develop a composite policy on the teaching–research nexus;
- > a research intensive university;
- > an international university (with a commitment to deeper internationalisation of teaching, research and engagement);
- > a university which addresses significant theoretical and practical challenges;
- > a university whose graduates reflect its distinctive approach (attracting the best students and ensuring they are well equipped to live, learn, work and contribute globally).

The document places strong emphasis on research performance but improving teaching, learning and student experience remain important commitments for the university, with statements of graduate attributes deemed essential.

Recently (February 2008), the Vice-Chancellor of Monash University confirmed Monash values related to 'excellence and diversity' as: excellence in research and scholarship; **excellence in education**; **excellence in management**; international focus; innovation and creativity; diversity; fairness; **engagement**; integrity; and self reliance. According to the *Excellence and Diversity – Strategic Framework 2004–2008*:

- > 'Excellence in management' includes providing leadership and development programs for staff in senior positions, creating an environment where all staff are valued as equal partners in achieving the vision of the university; and fostering **a consultative and collegial approach to management** whilst maintaining efficiency.
- > 'Excellence in education' includes developing effective methods to ensure **quality of teaching and learning** in line with the Monash quality improvement cycle, demonstrating to others that Monash is performing at an excellent level, and designing and delivering **staff development and student leadership programs** to assist staff and students to achieve their full potential.
- > Building on *Monash Directions 2025*, the Vice-Chancellor set priorities in **education**, research, international activities and finances for 2009–13. Included in the 'education' category is the development and badging of an

innovative approach to learning and teaching (building upon the existing extensive review of coursework programs) which takes advantage of flexibility, transferability, combined degrees and an international focus – the ‘Monash Passport’ model. There should be an emphasis on student learning (not didactic programs) and appropriate educational technology should facilitate learning and teaching.

The *Academic Plan 2006–2010* identifies objectives, targets and strategies in **education**, research and research training, and international. The following objectives are listed for education:

- > to help our graduates become ethical, engaged and employable, capable of addressing the challenges of the future in a global context;
- > to ensure that Monash courses meet the current and future needs of our students and other key stakeholders;
- > **to ensure that learning and teaching at Monash is of the highest quality;**
- > to achieve consistently superior results in indices, rankings, competitions, external audits and assessments;
- > to promote research-led teaching and learning;
- > to increase demand for our places from a diverse range of the most able students;
- > to establish an international focus in all coursework programs;
- > to ensure that the multicampus nature of Monash is used to the greatest academic advantage of our staff and students.

Indicators and strategies listed in relation to ensuring **quality learning and teaching** are as follows:

Overall outcomes/targets in 2008:

- > Monash will be ranked within the top 3 in the Go8 by the CEQ indicator of good teaching;
- > MEQ² good teaching results will be at or above 90%;
- > Monash will be ranked within the top 3 in the Go8 for student progression rate;
- > **unit evaluation overall satisfaction results mean at or above 4.**

Strategies in 2008:

- > ensure that all those who teach at Monash are high quality teachers;
- > ensure that staff engaged in teaching and advising our culturally diverse body of students are excellent communicators;
- > ensure we create high-quality learning environments best suited to the ways our students learn;
- > ensure that all students receive timely and useful feedback on their progress and assessable work;

2 The Monash Experience Questionnaire (MEQ) addresses the student experience of education, support, campus and general university life at Monash.

- > provide teaching and learning which are inclusive of, and sensitive to, the needs of all students.

CALT, via the office of the Deputy Vice-Chancellor (Education) will monitor the language and content of aspirational and strategic documentation emanating from the Vice-Chancellor's Group and identify opportunities where specific reference may be made to the ELF and the quality of learning and teaching.

5.2 Leading quality in learning and teaching at Monash University

In line with the strategic approaches of the University as manifested in key documents above, the *Leading Excellence* project makes a number of contributions to learning and teaching by:

- > bringing together complex leadership and quality concepts into a simple, visual leadership framework (the ELF–v.6);
- > confirming the 'trilogy of excellence' (excellence in scholarship, excellence in engagement and excellence in management) as core values and aspirations of effective leadership;
- > generating a review and summary of relevant literature which both informs and contextualises the theoretical underpinnings of the framework;
- > demonstrating the importance of participation in leadership activities by individuals and teams at all levels of the organisation to facilitate effective change;
- > providing a leadership tool for improving learning and teaching which promotes strategic and targeted activities encouraging effective allocation of resources;
- > illustrating the importance of understanding the context and climate for effective change.

In addition:

- > a strategic framework has been generated which can be used to interrogate learning and teaching feedback (including student satisfaction data) to inform the Monash Quality Cycle;
- > concrete evidence has been provided (from case studies) of improvement in the quality of learning and teaching in so-called 'underperforming' units by means of identifiable interventions;
- > the quality of the student learning experience has been enhanced by demonstrating a way to listen to and act on the 'student voice';
- > awareness of quality and improvement issues around learning and teaching has been heightened. Staff from disparate discipline areas were provided access to a forum to engage in discussion around issues which they might previously have not considered or articulated;

- > examples of excellent practice have been provided to mentor and coach others;
- > extensive consultation suggests that the ELF has potential applications across portfolios other than learning and teaching, providing a strategic framework for interrogating evidence, generating potential solutions, and planning, implementing and evaluating appropriate interventions for improvement;
- > because the ELF encourages a holistic approach to the interrogation of evidence, it enables considerations of environment and social justice (as articulated in the Talloires Declaration) to be incorporated into the leadership of learning and teaching. Monash University is a signatory to the international Talloires Declaration, a ten-point action plan committing institutions to sustainability and environmental literacy in teaching and practice.

5.3 Activities to embed the ELF

One of the learnings of the *Leading Excellence* project is that, to be sustainable, outcomes need to be embedded within the institutional structure. At Monash University, the following activities to embed the ELF are either planned or already in progress.

5.3.1. University planning

As previously mentioned, the *Academic Plan (2006–2010)* addresses the issue of ensuring quality learning and teaching, and proposes measurable targets. These include targets for MEQ teaching results ('MEQ good teaching results will be at or above 90%') and unit evaluations ('unit evaluation overall satisfaction results mean at or above 4'). The *Leading Excellence* project demonstrates that use of the ELF broadens and deepens the possibilities of ways to guide quality interventions, using evidence such as MEQ and unit evaluation data as the basis. It would be useful if the strategies identified in the *Academic Plan* to achieve quality targets included specific reference to the ELF as a strategic tool for leadership of improvement in learning and teaching. CALT will be lobbying for the ELF to be identified as a preferred leadership tool in the relevant annual plans which support the *Academic Plan*.

To be sustainable, outcomes need to be embedded within the institutional structure.

5.3.2 CHEQ, faculties and quality procedures

The ELF will be embedded in the core work of CALT, the university's central academic unit. CALT, in collaboration with CHEQ will seek advice from the Learning and Teaching Quality Committee (LTQC) faculty representatives and



relevant ADTs on how best to apply the ELF and embed it in improvement strategies across faculties. This may mean working closely with both faculty education committees and, where they exist, course management committees. Where there are under-performing units, and inputs and advice are sought, CALT will encourage stakeholders to use the ELF to guide strategic and systematic interventions. While the *Leading Excellence* project has shown the effectiveness of applying the ELF to under-performing units, its ultimate goal is the promotion of excellence. Thus the ELF can also be used as a review and planning tool for the achievement of excellence in units already performing well. Other sources of data which could be interrogated using the ELF include MonQueST³, the MEQ⁴ and graduate and employer surveys.

5.3.3 Leadership within the University

In response to the *2007 Staff Attitude Survey* taken at Monash University, The Vice-Chancellor's Group identified priorities across the university as 'leadership' and 'career development'. The HR Division was accordingly asked to develop an Organisational Action Plan. Although the University performed better than the university average in these areas, it was felt that there was room for improvement and a range of strategies have subsequently been put in place. 'Leadership' initiatives are being driven by the Leadership and Management Development Program, emanating from the Organisational Development and Policy Branch within Monash University. These include:

- > a new 'Leadership in Action' program which aims to increase individual leadership capability of senior leaders (Academic Level D and above and HEW 10 or above, those who manage five or more staff, or have significant financial responsibilities) specifically in the areas of managing people and strategic thinking;
- > senior leadership forums (X3 annually) which aim to provide inspiration, information and networking opportunities and develop critical management and leadership competencies in senior staff;
- > the Leadership and Management Development Reference Group which sets and supports the leadership agenda in alignment with building organisational capacity, developing an organisational culture and developing leaders and managers able to effectively lead and manage in a complex global university;

3 Monash Questionnaire Series on Teaching. MonQueST is a set of 11 separate questionnaires each focusing on a different teaching activity (e.g. lectures, tutorials, practicals). MonQueST reports can provide useful feedback for staff to help them monitor and improve their teaching. Staff make requests to CHEQ to have a MonQueST evaluation.

4 The Monash Experience Questionnaire (MEQ) was completed by approximately 15,000 students in 2007. Time series data are available for 2003, 2005 and 2007. It measures the student experience of education, support, campus and general university experience at Monash.

- > a Future Research Leaders Program – a generic 8-module program developed by the Go8 universities coalition. Online learning materials and activities in a face-to-face workshop format;
- > Leadership coaching – one-to-one coaching sessions for senior staff;
- > Academic Heads Network (meetings) and Conference (annual) to support academic heads in their leadership and management roles by sharing good practice, drawing on the experience of the university and the group to solve common problems and provide opportunities to network in an informal environment;
- > Academic Heads Induction Program (spans entire first year of tenure to support transition to the role);
- > Quality Leadership profile – 360-degree feedback tool (individual leadership development assessment).

The ELF can be considered as one of a suite of leadership tools available to individual or small groups of staff functioning in leadership roles in learning and teaching.

A presentation on the ELF has been made to the Monash Leadership Reference Group. Consultations have been held between the *Leading Excellence* Project Leader, the Director of HR Services and staff from the Organisational Development and Policy Branch to explore how the ELF might be incorporated into the Monash leadership program. The Leadership website provides a potential site for provision of information about the ELF⁵.

The Leadership website⁶ currently includes the 360-degree feedback tool which focuses on individual leadership attributes. The ELF, with its focus on systems analysis, provides a complementary approach and can be considered as one of a suite of leadership tools available to individual or small groups of staff functioning in leadership roles in learning and teaching. Plans are also in progress for ELF presentations to be made in the Leadership in Action program, the Academic Heads Induction Program and Academic Heads Conference.

Within the suite of Leadership and Management Development activities, there is a specific Future *Research* Leaders Program, a recent joint initiative among Group of Eight (Go8) universities. The aim of the program is to develop skills and knowledge critical for research leadership and it is targeted towards current and emerging researchers in Go8 universities. The program comprises nine modules which include online learning materials and activities in a face-to-face workshop format. The content of each module contains material that is generic to researchers in all universities and also material that is specific to each university. Each university therefore has its own version of each module. The longer-term aim of the program is to provide all Australian universities with a program that can be adapted for use within their own institution for

5 It would link from the CALT home page, < <http://www.calt.monash.edu.au/>>.

6 Monash University, *Leadership and Management Development*, 2007, viewed June 15, 2008, <<http://www.adm.monash.edu.au/human-resources/leadership-development/>>.



ongoing development of research leaders. CALT staff have been involved in the educational design and rollout of this project in 2007–08.

While the ELF offers a generic framework for considering leadership (and there may be opportunities for synergy with the Future Research Leaders Program), its development and application within this ALTC Project brings to the fore its specific application to learning and teaching. CALT will work towards the development of a similar learning and teaching-specific leadership program (to be offered within the Leadership and Management Development suite) which is also modular in form and brings together best practice from the learnings of the *Leading Excellence* project and other leadership projects funded under the ALTC Leadership for Excellence in Learning and Teaching Program (LELTP).



Leadership development has been identified as a priority for Monash University and the HR Division welcomes the Engaging Leadership Framework (ELF) to support this strategic priority. The ELF provides a valuable tool to guide both strategic and practical leadership development and will be promoted as part of the University's Leadership and Management Development Approach.

KAREN HAYWOOD
DIVISIONAL DIRECTOR
HUMAN RESOURCES
MONASH UNIVERSITY

5.3.4 Graduate Certificate of Higher Education (GCHE)

Whereas the formal leadership program at Monash focuses on senior staff, the ELF rests on a far more inclusive definition of leadership, which may involve individuals and/or teams. It is based on an understanding of leadership as an activity or behaviour, not an attribute. It recognises the shifting roles people take in organisational settings, so that leadership does not necessarily equate with seniority, but with particular tasks (for example course coordinator, member of self-review panel, individual wanting to improve the quality of their own teaching). Training in using the ELF provides the individual and/or team with a leadership tool and skills which can be applied as context requires.

A key objective identified in Monash University's *Academic Plan (2006–10)* is to ensure that teaching is of the highest quality. In 2000, Monash embarked upon a process of enhancing the qualifications and expertise of its teaching staff, recognising the critical role that teachers play in creating the best conditions for student learning. As part of this commitment, it introduced a policy that new members of academic staff gain formal qualifications in university teaching during their probationary period unless they already have

an equivalent qualification. This expectation (probationary requirement) is included in the letter of offer.

To fulfil this requirement most academic staff undertake units in the Monash University Graduate Certificate of Higher Education (GCHE) which is delivered by CALT staff. Staff appointed to the Faculty of Medicine, Nursing and Health Sciences can substitute units from the Graduate Certificate in Health Professional Education. These certificates each comprise four units (the equivalent of a half year's full time study or 24 credit points) normally taken over four semesters. The course aims to assist participants to develop their teaching and assessment practices so as to teach effectively in different contexts and with a variety of students; monitor and assess student learning; evaluate their teaching; and develop as reflective teachers. It will be recommended that future participants in the GCHE will be introduced to the ELF as a strategic tool for analysing and improving learning and teaching.

5.3.5 Self review (units, courses, schools, faculties)

Each area of operations at Monash University is normally reviewed every five years although a shorter cycle is discretionary. In the academic area, the subject of review may be the whole faculty, schools and departments within the faculty, a course or a unit or any combination of these. The review process for courses, schools and faculties most often involves a self review *and* an external review. In the *self review*, a panel of key stakeholders produce a review document which responds to a number of specified questions. The self-review panel takes a *leadership* role in encouraging relevant staff and students to reflect upon their purpose and activities within a given domain. The self-review document is in turn used as the basis for an *external review*, with panel members drawn from outside the specific area under review (and often external to Monash).

There is potential for the ELF to be used as a planning tool for self-review panels charged with leading a comprehensive review of their area.

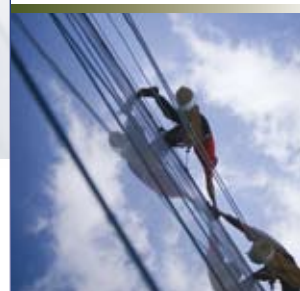
There is potential for the ELF to be used as a planning tool for self-review panels charged with leading a comprehensive review of their area. When a self-review panel is constituted, it can be quite difficult for the group to establish a framework to organise and interrogate multiple inputs from within the review area and to make appropriate recommendations for action. The ELF offers such a framework and CALT aims to familiarise senior faculty managers and quality coordinators (who have responsibility for initiating and organising reviews) with ELF concepts and applications as a means to enhancing the review process.



5.3.6 The Vice-Chancellor's Ancora Imparo Student Leadership Program

The Vice-Chancellor's Ancora Imparo Student Leadership program is designed to extend high-performing Monash students who may be among the leaders of the future. Forty first-year students are chosen annually from those students enrolled at Monash's Australian campuses. These students participate in a three-day residential component prior to first semester and attend monthly seminars. The program takes place over 12 months during the students' second year of study at Monash. The program is not a lecture series and involves no formal assessment. It involves theoretical and case study components, discussions, debates and seminars, as well as the study of past and present models and contexts of leadership. Some of the key themes examined in the program include: What is leadership?; theoretical, philosophical and conceptual foundations of leadership; values, ethics and sensitivity; problem solving; assumptions about leadership; challenges of leadership – what happens in practice? While the objective is to inspire and develop the capacity of students with leadership potential to serve and bring about constructive change in society, it is possible that their acquired leadership skills will also manifest to improve learning and teaching quality for all students within Monash University. Hence CALT will be working towards including presentations on the ELF as part of the Ancora Imparo program.

Part 5 has described the activities undertaken to embed the Engaging Leadership Framework into the policies, strategic plans and institutional systems at Monash. Part 6 considers how the ELF might be used in other institutions i.e. its potential transferability. Successes and challenges of the *Leading Excellence* project are discussed and a checklist proposed for prospective users. Examples of dissemination activities at two Monash international campuses are described, as well as those proposed or undertaken already within the broader higher education community within Australia.



Leading by example: transferability and dissemination

A key objective of the ALTC is the adoption and expansion of project outcomes beyond the local initiative, as a means to facilitating large-scale, systemic change in learning and teaching across the higher education sector. Southwell et al.¹ provide the following definition of dissemination:

... dissemination is understood to be more than distribution of information or making it available in some way. While embracing this aspect, dissemination also implies that some action has been taken to embed and upscale the innovation within its own context (discipline or institution) and/or replicate or transform an innovation in a new context and to embed the innovation in that new context.

According to this definition then, dissemination and transferability are inextricably linked. The previous section (Part 5 'Leading quality') dealt with activities to embed and upscale the ELF at Monash University. Part 6 of *Leading Excellence* begins with a description of the successes and challenges of the project for the benefit of readers considering applying the ELF in their local context. An implementation 'checklist' is proposed as a guide to potential users. Examples are provided of ways in which the findings of *Leading Excellence* are already being considered for use at Monash international campuses. Finally, there is a description of activities relating to the distribution of information about the ELF to a wider audience.

¹ Southwell, D, D Gannaway, J Orrell, D Chalmers & C Abraham, *Strategies for effective dissemination of project outcomes*, a report for the Carrick Institute for Learning and teaching in Higher Education, April 29, 2005, p. 2, viewed June 15, 2008, <http://www.altc.edu.au/carrick/webdav/users/siteadmin/public/dissemination_uqandflinders_strategieseffectivedissemination_2005.pdf>.

6.1 Successes and challenges

At the ALTC Forum held in January 2008, Professor Lesley Parker² identified six areas of potential challenge for the ALTC LELTP projects. These were stakeholder buy-in; project management; relationship management; documentation and record-keeping; theoretical framework; and evaluation. These categories provide a useful vantage point from which to consider the successes and challenges of the *Leading Excellence* project.

6.1.1 Stakeholder buy-in

The *Leading Excellence* project was guided by the key drivers identified in the ELF – the ‘trilogy of excellence’ (scholarship, engagement and management), the quality cycle, and diverse leadership perspectives – to promote stakeholder buy-in. The project demonstrated its commitment to ‘scholarship’ by ensuring that the project built upon a wide body of literature in its theory building (development of the ELF). Such theory building was also based on hard evidence in the form of student data for interrogation and improvement. Application of the quality cycle and use of student unit and course evaluations (Monash Course Experience Questionnaire – MEQ) as measures of student satisfaction are well advanced at Monash, with trend data available for the last three years (2005–2008) across all of the faculties and campuses.

However, in the *Leading Excellence* project the use of student data was not without challenge. There was opposition by some staff to the concept of unit evaluation *per se*. This opposition is based on questions about the validity of students’ comments; perceived ‘pandering’ to students; the validity of the evaluation tool and its construction; and low response rates. The first two criticisms are highly subjective. Item construction offers inherent flexibility with space for faculty specific questions devised by relevant staff. The counter argument to the response rate ‘furphy’ is that a response rate of 30% is still valuable within a quantitative paradigm. (Monash University is currently tracking at just under a 50% response rate for unit evaluation surveys based on 2007 data.) A small sample of evidence does not negate the validity of that evidence in a qualitative paradigm – range of responses, rather than number of responses being the focus of interest in pursuit of excellence. Arguments against unit evaluation *per se* have decreasing valence as meta-analysis of research over the last three decades provides strong evidence that student evaluation provides a valid and reliable assessment of teaching effectiveness, which in turn is correlated with learning outcomes³.

² Professor Lesley Parker, presentation at CALT Forum, Melbourne, February 2008.

³ CHEQ, Guide to interpreting unit evaluations and MonQueST reports, 2008, viewed June 8, 2008, [http://www.adm.monash.edu.au/cheq/evaluations/unit-evaluations/Unit%20%20MonQueST%20Evaluation%20Guide%20-2%20\(updated%207%20January%202008\)-1.doc](http://www.adm.monash.edu.au/cheq/evaluations/unit-evaluations/Unit%20%20MonQueST%20Evaluation%20Guide%20-2%20(updated%207%20January%202008)-1.doc).

Discussion on the challenges of achieving a cultural shift, that is, moving to a culture where implementing improvements in learning and teaching are systematically accepted and practised across the organisation, tend to cluster around workload and professional development/promotion issues. Early on in the project there was a strong sense that for an improvement strategy to be successful it had to align with workforce aspirations. 'What's in it for me?' or similar sentiments were expressed more than once. It was suggested that if we wanted staff to 'buy into' the focus on improvement, it would need to be embedded in Key Performance Indicators (KPIs) and performance management systems. The tension between research and teaching was also raised in this context with respect to competing priorities on staff time and workloads.

'Engagement' was manifested in the following ways. Firstly the mobilisation of response teams consisting of CALT, CHEQ and faculty staff to implement interventions, secondly the subsequent strategic responses from within faculties and thirdly through feedback to students on improvements. Engagement was also apparent in the extensive consultation with practitioners internal and external to the university, which informed the development of the ELF. Relationship building and communication were key characteristics of the project, with attempts made to keep stakeholders informed of key developments as the project progressed.

'Management' of the project was clear and transparent, with regular updates provided to the ALTC, Monash University and the Project Reference Group. The 'quality cycle' provided stakeholders with an identifiable and familiar process for comprehending the workings of the project. There was due recognition that leadership within the university functioned at many levels – informed by diverse leadership perspectives and inputs from senior management, learning and teaching staff 'at the coalface', and external stakeholders such as professional accreditation boards.

The Leading Excellence project provided a voice for students in determining the quality of their education

The *Leading Excellence* project provided a voice for students in determining the quality of their education. The intervention methodology stressed the need to provide timely and effective feedback to students, especially on assessment tasks and also around the various improvements that were being implemented as a result of their prior feedback in unit evaluation surveys. This not only informed students but helped to increase response rates as students became more aware that their concerns were being listened to and acted upon. Further engagement with students is needed but strategies such as including information on unit and course improvements in Unit Guides is an example of effective leadership emanating from this project.

A major challenge now facing the project is how to maintain and sustain stakeholder buy-in after the life of the project is finished. Details of activities



to embed the ELF within the institution are detailed in Part 5. However, both CALT and the university recognise that to ensure the ongoing engagement of stakeholders, resources must be allocated to quality improvement to continue such embedding activities.

6.1.2 Project management

It was advantageous that stewardship for the project rested with CALT, the central academic development unit at Monash University. CALT's core work is the leadership of quality in learning and teaching within the university, reflecting the essence of the ELF framework. It has entrée into the central university and cross-faculty knowledge (with access to DVCs, ADTs and high level learning and teaching forums). In other discipline-specific academic environments, the *Leading Excellence* project could have become peripheral and marginalised without the coordination and support of a centralised development unit.

Strong leadership and ongoing project involvement are deemed essential to the success of LELTP projects. The *Leading Excellence* project leader had a strong background in learning and teaching, organisational change, and project management, as well as high-level policy and planning skills. Extensive experience both within the higher education sector and external organisations gave an additional advantage in terms of diverse perspectives of leadership. The value of bringing to *Leading Excellence* experience, wisdom and skill sets gained outside the academy (for both project leader and project staff) cannot be underestimated. Unfortunately this kind of external expertise is not always recognised within academic career structures. The project was led with an appreciation of the importance of both theory building *and* its practical realisation and application. The project leader drove the project for its duration, delegating and recruiting the appropriate skill set as required while maintaining continuity and support with a 'hands-on' approach. This leadership was critical to the success of the project.

The benefits of strong project leadership aside, it proved challenging for the project leader to find time to work on the project alongside other roles (in this case, Acting Director of CALT). The amount of time required for leadership of the project was underestimated.

6.1.3 Project proposal

The initial proposal which identified the action plan and project phases provided a solid foundation but at the same time was sufficiently flexible to allow the project to evolve and learn from the outcomes of each phase. There were opportunities for learning from, and building on, feedback – ongoing *reflexivity* being a key element in the action research approach which guided the methodology. The two-year time frame allowed for periods of high levels of

work to be punctuated with rest and incubation. Testament to the strength of the proposal in terms of its identification of phases is the fact that the project adhered closely to those phases as it evolved. The developmental nature of the project meant that it was possible to take risks and follow emerging themes and leads, without being bound by a strict research regime.

6.1.4 Resources

Another contributing factor to the success of the project was the ability to match the necessary expertise and skill sets of project staff to appropriate phases of the project methodology. The challenge was to identify the type of skill set that was needed to solve a particular problem and then engage the appropriate people to achieve the desired outcome. While it was important to have continuity of some staff through the life of the project, there also needs to be in-built flexibility to match the staff with the skill set required at a particular time. Thus some staff were only involved for brief periods on subsets of the project. Changes in project staff tended to bring fresh perspectives to the development of the ELF, rather than creating gaps. It was however essential for incoming staff to be able to familiarise themselves quickly with project objectives, activities and *modus operandi*. This was made possible through detailed record keeping and documentation (discussed in 6.1.6 below) and also the continuity provided by the project team leader. Gaps in continuity were more noticeable at the level of the Project Reference Group, with few of this advisory group still at Monash for the latter part of the project.

A contributing factor to the success of the project was the ability to match the necessary expertise and skill sets of project staff to appropriate phases of the project methodology.

Consultants within the project were selected because of their experience in learning and teaching in the higher education sector. They had a ready context for integrating and assessing project concepts. This included the professional graphic designer, who was able to quickly come to grips with the complexities of the evolving leadership framework, and re-visualise it in a simple graphic. Funding that was made available for the project enabled the necessary expertise to be hired.

6.1.5 Relationship management

Relationship management and relationship building are viewed within the ELF as part of the 'engagement' dimension of the trilogy of excellence and mention has already been made of them in relation to stakeholders (6.1.1). Additional facets of relationship management in relation to stakeholders in *Leading Excellence* involved listening carefully to feedback, making sense of diverse views and priorities, and sorting out important contributions for the development of the framework and its application. This might often mean



dealing with the egos and biases of various stakeholders – many of whom were involved with both the project team and CALT in ongoing relationships outside the parameters of the *Leading Excellence* project. Navigating a path through potentially ‘competing’ agendas is a challenge.

Networking across the university, and with external experts in learning and teaching, has been a strength of the project. Such networking has been enabled to a large degree by CALT’s position as a central academic unit, but is enhanced by the collaborative and innovative CALT staff. Embedding the framework into the institution involves knowing the right people to contact, how to approach them and maintaining a relationship which sustains embedding activities.

6.1.6 Documentation and record-keeping

As there have been changes in project staff because of attrition and the intention to match tasks with expertise, it has been essential to keep central, clear and accessible records of the project and its key outcomes. Those outcomes were the trialling of the ELF framework in a series of case studies, and further development of the ELF (informed by those case studies and other key project activities). The requirement of the ALTC for regular project reports has provided a useful resource. Project ‘folders’ and filing systems provide data on the project and are accessible to project staff.

The challenge in reporting the project has been not so much in accessing the documentation which details progress, but rather in telling the story of the project journey in an interesting and comprehensible way. Much of the learning, conceptualisation and development of the ELF occurred simultaneously, was sometimes quite abstract and latent (masked). It had to be brought to the surface through discussion, testing, reflection and consultation. The path followed was not linear, sequential and steady. It was cyclical with bursts of speed and rest periods, rather like interval training where you race at full speed for a time and then slow down to catch your breath. Participants in such a project need to accommodate their preferred work styles accordingly.

6.1.7 Theoretical framework

The *Leading Excellence* project has delivered a robust theoretical framework (the ELF) informed by current research in the field of leadership and local empirical evidence. Feedback on the framework was always useful, especially that which focused on deficiencies, limitations and negative aspects such as ‘the *lack* of this and that’. This was expressed in terms of the ELF needing to be *more* flexible, *more* organic, *less* linear and *less* managerial. These comments forced the team to rethink the visualisation of the framework and

its application and eventually led to the development of clear briefing criteria for the graphic designer. A major, ongoing challenge for the project team throughout the *Leading Excellence* project journey was to maintain morale and identify creative solutions in response to specific concerns about the model.

A major success has been the translation of complex and involved concepts related to leadership of learning and teaching into a simple conceptual framework and associated graphic. The representation of the ELF in its current form (ELF–v.6) represented a creative leap – the distillation of learnings acquired over extended periods of action and reflection. The posters (Appendices 6, 14 & 15) and the ELF ‘pin wheel’⁴ provide both a visual and conceptual focus for the project which will facilitate dissemination.

The greatest challenge now is finding ways to demonstrate and illustrate the potential application of the ELF at various levels and within discipline areas. While the ELF works currently as a useful conceptual framework for leadership of quality in learning and teaching, the tools for its application (the accompanying matrix shown in Appendix 14) may need refinement and extension. A suite of tools to support the practical application of the ELF will be developed as part of the ongoing commitment by Monash University and CALT to the outcomes of the *Leading Excellence* project.

6.1.8 Evaluation

Following its completion, the *Leading Excellence* project will have been the subject of three methods of evaluation. The first was ongoing, iterative, *internal* evaluation which characterised each phase of the project – implicit in the methodology of action research and the ‘quality cycle’ model. The second evaluation was that of the Application Workshop (4.5) in 2008, carried out by an external evaluator. This external evaluation was both timely and useful – providing a perspective one-step-removed from stakeholders in the development and application process. The final evaluation will also be external in nature and is required by ALTC to supplement the project report and acquittal. The same external evaluator will examine documents, and interview project stakeholders and members of the project team to evaluate the project in its entirety. The importance of external evaluation for providing insights into taken-for-granted concepts and processes cannot be underestimated, wherever that evaluation is placed within the lifespan of the project.

Networking across the university, and with external experts in learning and teaching, has been a strength of the project.

4 The ELF ‘pin wheel’ refers to the hand-held model of the ELF–v.6 for leaders which incorporates key elements of the ELF.



6.2 Strategies for the successful implementation of the ELF

Table 6.1 below provides strategies that can be customised by other higher education providers who plan to use the ELF to interrogate evidence relating to the quality of learning and teaching in their institution. It is informed by direct observations from the experience of the *Leading Excellence* project. It also acknowledges five critical, and interrelated, conditions proposed by Southwell et al.⁵, which maximise the likelihood of successful dissemination of innovation in learning and teaching. These conditions can apply at national, institutional, discipline and project level. They are: effective, multilevel leadership and management; climate of readiness for change; availability of resources; comprehensive systems in institutions and funding bodies; and funding design that demands, encourages and supports risk-taking, change and dissemination.

The structural elements of the ELF are used to organise the *Leading Excellence* project checklist (Table 6.1).

Table 6.1 Strategies for successful implementation of the ELF

Trilogy of excellence	
Scholarship	Clarify values and strategic direction of organisation. Identify quality agenda – performance measures. Identify expertise within organisation. Build capacity in ‘hot’ topics e.g. student feedback, assessment, internationalism, research-led teaching, inclusive teaching practices, innovative curriculum and pedagogy.
Engagement	Build relationships with all stakeholders. Establish trust and common purpose. Foster teamwork and collaboration. Recognise barriers and competing demands. Make a communication plan. Establish communication strategies, consult, persuade, motivate and encourage participation. Reward and celebrate achievements and progress.
Management	Support concept that effective leaders need to be excellent managers. Ensure systems (e.g. enrolment, course approval, IT, finance and employment) facilitate and foster change and improvement. Eliminate barriers to change (update policies) and build in flexibility. Ensure adequate resources (time and people) are provided to assist change. Align professional development and appraisal structures to change agenda.
Quality cycle	
Evaluate	Draw on data to determine what needs improvement. Listen to stakeholders. Evaluate both quantitative and qualitative evidence.
Improve	Consult further with stakeholders. Target efforts – cannot do everything at once – go for high impact. Prioritise areas for improvement. Agree on what needs to change.

⁵ *ibid.*, p. 3.

Plan	Develop Action Plan – consider short- and long-term goals. Identify individual responsibilities. Develop a timeline for achievements. Identify and agree on measures of improvement.
Act	Implement Action Plan. Document progress. Provide support and advice where required. Be prepared to be flexible. Assess and report on performance. Feedback into quality cycle for next phase.

Diverse leadership perspectives

Operational	Ensure those working at the 'coalface' are included in all phases and take ownership of the plan. Get a feel for the context and local issues impacting on-site.
Institutional	Ensure that strategy aligns with institutional goals and direction. Expectations of the organisation need to be clear. Message from organisational leaders needs to be supportive and recognise contribution of others within the organisation.
External	Need to understand external context including: political climate, funding formulas, quality agendas, employer requirements and international issues.

6.3 Internal dissemination: Monash University, Sunway campus, Malaysia and Monash University, South Africa campus

Two examples illustrate the dissemination of the ELF and 'take-up' of learnings from the *Leading Excellence* project with staff from within the wider Monash University community. These examples demonstrate how both the broader use of the ELF, and its use specifically in relation to quality learning and teaching, may be adapted in different institutional environments.

In the first few months of 2008, on separate visits to the Sunway campus in Malaysia and South African campus in Johannesburg, briefings on the Engaging Leadership Framework were held with senior staff. The purpose of the presentations was threefold:

- > to initially inform staff of the framework;
- > to ascertain its potential benefits and value to the campus;
- > to discuss how the framework might be implemented on these campuses.

The following case studies reflect general feedback and provide some structure and direction for future developments on these campuses.

Monash University Sunway campus in Malaysia

At the Sunway campus discussions were held with two key groups of staff. The first session involved general staff who had significant responsibility for supporting the learning and teaching and the quality agendas at Sunway. The three ELF posters were used to explain the framework and its potential application for leading improvement in learning and teaching. Discussion and interest tended to focus on the quality cycle aspect of the framework, as administration of the collection of student evaluation data and further analysis and reporting on campus specific data was one of the key activities undertaken by this group. The general feeling was that the framework would help to give their activities structure and direction, although they felt powerless in terms of the intervention aspects of the framework and viewed it as academic work, outside their domain.

The second presentation involved a larger group of senior academic staff on the campus. Once again the three ELF posters were used to present the concepts and the potential application of the framework to their role as leaders of learning and teaching on the campus. The most positive feedback from this group was provided by a senior academic executive who saw value in the capacity of the ELF to assist leaders approach quality and improvement from a strategic viewpoint. On further discussion it was revealed that this staff member had worked at a very senior level for a number of years outside the higher education sector where Total Quality Management (TQM) and other Quality Assurance (QA) programs were fully integrated into business operations, explaining in some part his enthusiasm for the ELF's potential application at Sunway.

Two further opportunities arose to apply aspects of the ELF to unit improvement. The first was with a group of seven staff who were working on ways to improve their units. They had already identified several under-performing units from recent Monash Unit Evaluation data and had developed an Action Plan that listed ways they might improve each of the units. In terms of the ELF strategy the group had commenced the process. They had looked at what the data said about the units, they had identified what needed to be improved and they were now in the phase of planning what to do to make their improvements.

This highlighted a very important lesson for application of the ELF: the importance of acknowledging local context and local work already undertaken in response to perceived issues. In this case the group was delighted to undertake a further half-day workshop which focused on refining and clarifying their Action Plan. In this process the ELF concepts of

'scholarship', 'engagement' and 'management' were extremely instructive as was the recognition of levels of leadership when it came to pin-pointing specific interventions and responsibilities.

The second opportunity to apply aspects of the ELF involved a large cohort of academic staff who had been called together by their Head of School to address the fact that students enrolled in that course at that campus consistently reported a concern about the lack of quality and timely feedback. The Head of School was keen to discuss ways to lead this change, which he described as a 'cultural shift' in thinking and behaviour. During discussions the need for greater 'engagement' with students was reinforced and set as a Key Performance Indicator (KPI) for all staff. It was agreed that students would be given feedback at the beginning and end of each session and that staff at all levels were to show leadership in this area. It was also agreed that the staff would draw on sound research-led teaching to establish a common language and theoretical understanding around the concept of 'feedback'. While this session was only a fleeting application of the ELF, it demonstrates the ELF's potential as a tool for leading improvement at a practical as well as a strategic level.

Monash University South Africa campus (MSA)

At the South Africa campus of Monash, presentations on the ELF were given to academic and general staff. The greatest interest was shown by the Manager responsible for general staff professional development who immediately saw its potential application for developing leadership capacity among a relatively new and inexperienced workforce. These discussions identified another application of the ELF which was not initially conceived, that of helping to grow and develop leadership capacity across an organisational unit which is drawing its workforce from an inexperienced skill base. In terms of embedding the ELF into ongoing operations, the MSA general staff development program was seen as an exciting prospect and one that will be followed up in the forthcoming semesters.

The 'patchy' interest in the ELF from academic staff on this campus highlighted another issue in terms of the importance of understanding the context faced by leaders. The South Africa campus is growing rapidly and there are a number of major infrastructure problems that are impacting on the morale and ability of staff to deliver quality learning and teaching programs. Electricity shortages in the country cause regular power

black-outs, and broadband issues result in slow internet services. There is a sense among some staff that the quality of learning and teaching is beyond their control, and they are opposed to having their teaching judged or assessed by students when they feel they cannot control their learning and teaching environment.

In addition to the presentations at the Monash South Africa campus, opportunities arose to make presentations to groups of academic developers and quality assurance staff at the University of Cape Town and Durban University of Technology. Feedback from these sessions was positive. The main learning was that while these institutions are interested in quality and are collecting evaluation feedback from students in some form, neither have systematic processes for interrogating and acting on the data. The *Leading Excellence* project demonstrates how improvement in learning and teaching is facilitated by responding, in a strategic and systematic fashion, to student feedback.

6.4 Other dissemination activities

In terms of provision of information, the following strategies for dissemination were identified in the original project proposal and have either taken place or are forthcoming:

- > submission of a final project report to ALTC;
- > contact with all Monash University faculties via forums for deans and key learning and teaching staff;
- > presentations at university-wide Education Reference Group or similar group;
- > presentation reports for internal audiences;
- > preparation of papers for national conferences such as, Australasian Higher Education Evaluation Forum (AHEEF) in 2008, Australian Universities Quality Forum (AUQF) in 2009, HERDSA Conference, July 2009;
- > participation and presentations at future ALTC leadership forums and workshops;
- > preparation of journal articles on various aspects of the project (forthcoming).

Presentations on the progress of the *Leading Excellence* project were made at ALTC Forums in both 2007 and 2008. Project staff have also attended forums where other leadership projects were discussed, for example the ANU and UNSW projects. These experiences helped inform and clarify the Monash project in terms of points of difference and similarities.

Information on the *Leading Excellence* project is currently available from the Centre for the Advancement of Learning and Teaching at Monash University website⁶. Initially CALT created a dedicated *Leading Excellence* website but managing the information became difficult in the development phases. The website will be reinvigorated in the second half of 2008. As well as containing details of the project and the ELF, it will be regularly updated with feedback on the rollout and consolidation of the framework across Monash University. A special feature of the website will be an interactive discussion forum which will encourage users of the framework to provide comments and suggestions on the ELF and its application. The intent is to build a repository of case studies, resources and ideas to assist those charged with leadership of learning and teaching within the higher education sector.

Part 6 has evaluated the potential transfer of the ELF to other contexts. Activities undertaken to disseminate findings of the *Leading Excellence* project have been described. Part 7 considers the links between *Leading Excellence* and other ALTC LELTP projects.

6 Monash University Centre for the Advancement of Learning and Teaching, 2006, viewed June 15, 2008, <<http://www.calt.monash.edu.au/>>.



Leading ways: links with other ALTC LELTP projects

7.1 Leadership for Excellence in Learning and Teaching Program (LELTP) projects

As acknowledged earlier in this report, the *Leading Excellence* project is one of twenty-two projects funded to date by ALTC's Leadership for Excellence in Learning and Teaching Program (LELTP). These ALTC projects are categorised as either *institutional* or *disciplinary*. The institutional category consists of projects that deal with leadership at the level of position or structure, or projects in which leadership is distributed. The *Leading Excellence* project falls into the former category, which has the greatest number of projects (10). These projects deal either with leadership skills for specific groups, or the development of systems that support change in learning and teaching. Monash's *Leading Excellence* project is categorised as a 'systems' project because it involves the testing and development of a leadership framework with a view to its application to strategic improvements that require multilevel, multidimensional leadership. This categorisation can be misleading in the case of the ELF which in fact sits astride the *systems* and the *leadership skills for specific groups* categories. While the ELF is primarily a systems-based approach, it also provides leaders of specific groups with strategic and systematic skills for the interrogation of evidence about learning and teaching.

7.2 The ELF and other LELTP projects: synergies and counterpoints

A number of the ALTC Leadership projects have influenced the work undertaken in the *Leading Excellence* project. One of these projects is the 'Learning leaders in times of change' (LE61) project, coordinated by the

University of Western Sydney (UWS) and the Australian Council for Educational Research (ACER). The UWS and ACER project has approached the objective of developing an 'academic leadership capability framework' by surveying senior leaders of learning and teaching to better understand the capabilities and challenges involved in effective leadership. Data was collected from 510 education leaders in higher education across Australia. Members of the Monash project team were among the numerous senior university leaders surveyed and in addition, some took part in follow-up feedback sessions and discussions.

The 'Learning leaders in times of change' survey of academics made it clear that people are only able to exercise leadership to the extent that organisational conditions allow for that to happen. The *Leading Excellence* project has approached the objective of developing an organisation-wide leadership framework by focusing on improvement and change management and bringing together three leadership concepts into a single framework which has both strong strategic and practical applications.

One of the ways in which the 'Learning leaders in times of change' project influenced the Monash project related to the metaphors that were reported to describe the 'lived experience of leadership'¹. Leadership in higher education was likened to 'herding cats', 'swimming in a tidal pool' and 'surfing the waves of change', indicating a level of unpredictability and turmoil experienced by leaders. Such metaphors were reflected in the feedback being reported in the *Leading Excellence* project, and as such, reinforced the concept that a leadership framework which provided a means to clarify principles, structure and process, would be a useful leadership development tool.

Another project closely aligned with the *Leading Excellence* project is 'Strategic leadership for institutional teaching and learning centres: developing a model for the 21st century' (LE7-355). This project is led by Deakin University, with partner institutions Macquarie University, Monash University, RMIT University, the University of New England, and the University of Newcastle. This project commenced in October 2007. The initial phase involved interviewing senior learning and teaching staff in the partner universities. The objectives was to better understand the role and status of centralised learning and teaching centres within universities, and to see if there is any common strategic leadership being promoted and practised in these centres.

The Monash ELF has a strategic approach linked specifically to evidence-based improvement and change, an approach that reflects the current operations and priorities of CALT. It will be interesting to see if this objective and approach is reported in any of the other institutions interviewed in phase one of the Deakin-led 'Strategic leadership for institutional teaching and learning centres: developing a model for the 21st century' project.

1 ACER, *Higher education update*, edition 1, 2007, p. 2.

The Australian National University's 'Promoting teaching and learning communities: institutional leadership' project (LE518)² has also influenced *Leading Excellence*. This project promoted 'communities of practice' (CoPs) which, according to the project sponsors, were designed to foster leadership skills for the advancement of learning and teaching. The project encouraged those in the CoPs to develop ways to articulate their leadership so that it could be recognised through institutional reward processes such as promotion. Five Monash staff, three of whom were quite active in the Monash project, participated in the *Practice in Leadership Workshop* (a component of the ANU project) and were attracted to the concept of 'communities of practice'.

If one allows 'communities of practice' to include 'communities of learning' (and the ANU project appears to see them as distinct), 'communities of practice' in terms of the Monash project, has been applied at three levels. Firstly at the *discipline* level, where there has been strong recognition that leadership of improvement needs to be contextualised and that discipline-specific elements should be acknowledged. For example, leadership of demonstrators in an engineering department compared to an art and design department may have some common elements, but it will also need to capture the discipline-specific elements developed and known by that 'community of practice'. The second level where 'communities of practice' has been applied in *Leading Excellence* is when addressing generic issues that may cross discipline boundaries, such as the concept of 'feedback'. A 'community of practice' around feedback is building expertise and demonstrating leadership in tackling this issue across a number of disciplines. A third way in which 'communities of practice' have been applied in *Leading Excellence* is in some of the case studies in which leadership was not confined to individual leadership, but was shared in a team that formed for the duration of a particular task. An example of this is the fifth case study in which leadership was demonstrated by the CALT member, a member of the reference group, an Excellence in Teaching Award winner, a member of staff with particular expertise, and the Head of School who provided advice so that the intervention was honed to the faculty's situation.

The initial intent of the *Leading Excellence* project was to develop a leadership framework which would lead improvement and change across the university. One of the key assumptions of the Monash project is that leadership in learning and teaching is an initiative that can be taken at any level of the organisation and is not the sole province of senior academics. It is a shared responsibility. The focus on the three levels of leadership (operational, institutional and external) inherent in the original ELF recognised the importance of leadership roles throughout the organisation.

Such metaphors reinforced the concept that a leadership framework which provided a means to clarify principles, structure and process, would be a useful leadership development tool.

2 The Final Report of the ANU project is available at <http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_report_PLTC%20ANU_%20final%20Report_may08.pdf>.



As the ELF has evolved, the potential for its application at the strategic level has been affirmed. Its application at a course, team and individual level has also become apparent. The ELF can be used by an individual academic to reflect upon potential improvements to student learning and their own teaching. Similarly, it provides a particularly useful tool for course coordinators charged with responsibility for interrogating and acting upon data related to student assessment and evaluation of learning and teaching.

The ELF thus offers opportunities for synergy with the ALTC project 'Building academic leadership capability at the course level: developing course coordinators into academic leaders' (LE64) project undertaken by Curtin University, with partner institutions from the Australian Technology Network. The Curtin project focuses on providing an experiential academic leadership program for course coordinators, which enhances their leadership capabilities, enables them to improve course quality, strengthens peer relationships, and ultimately improves the students' learning experience³.

The Queensland University of Technology (and partner institutions UNSW and Charles Darwin University) project 'Caught between a rock and several hard places: cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator' (LE519) found that there are three enabling conditions for effective curriculum leadership development: strongly supportive organisational culture and conditions; comprehensive induction to, and mentoring in, the role of curriculum leader; and planned curriculum leadership development⁴. Participants in both the induction and ongoing curriculum development programs for associate deans and course coordinators (as proposed by the QUT project) could be introduced to the Monash ELF as one of a suite of leadership tools for improving learning and teaching.

Another project that relates to the Monash project is the 'Distributive leadership for learning and teaching: developing the faculty-scholar model' (LE69) by Wollongong University and the University of Tasmania as a partner institution. The purpose of this project is to build capacity for teaching and learning through a faculty-based scholars' network. It will be interesting to see how the cascade model of dissemination worked and to find out whether the ELF may offer a helpful framework for approaching the improvement of assessment.

The RMIT project entitled 'Developing multilevel leadership in the use of student feedback to enhance student learning and teaching practice' (LE67) has synergies with the Monash University project because both aim to build institutional capacity, both use student feedback as the starting point for improvement and both propose a distributive model of leadership.

3 Australian Learning and Teaching Council (ALTC), *What's happening in Leadership?*, December 1, 2007, p. 11, viewed June 7, 2008, <http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/dbi_report_2007.pdf>.

4 ALTC, *Caught between a rock and several hard places. Cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator*, 2008, p. 8.

Part 7 has considered links between *Leading Excellence* and other ALTC LELTP projects. CALT will maintain and build on cross-institutional relationships established as part of the project. Ongoing opportunities for collaboration in the field of leadership of learning and teaching will be identified. The publication and dissemination of final project reports like *Leading Excellence* provides LELTP project teams and institutions with a detailed understanding of the projects within the sector, as a basis for future partnerships. Part 8 provides a list of recommendations for the future sustainability of *Leading Excellence* and the ELF.



Recommendations

Leading Excellence has proposed a framework (the ELF) which participants (individuals and/or teams) at various levels can use to lead excellence in learning and teaching within an institution. Implicit within this notion of leading excellence is the promotion of an organisational culture which values and actively supports improvement. The ELF then is based on a holistic approach to interrogation of evidence and subsequent action which takes into account both the context of the institution and its place in society.

The specific issue of how best to assist those with leading roles in learning and teaching to link evidence (in this case student feedback) with improvement strategies and actions is the subject of the *Leading Excellence* project. The impetus for the development project, its location within the broader 'leadership of learning and teaching' literature, the approach and activities undertaken, learnings along the way, graphic representation of the ELF, synergies with institutional aspirations and strategic plans, activities for embedding, and opportunities for collaboration within the ALTC LELTP community, are all identified within the *Leading Excellence* report.

The *Leading Excellence* report would not be complete without proposing a set of recommendations for the way forward, in order to ensure the sustainability of project outcomes. The recommendations are directed at the host institution (Monash University) and are largely intended for internal use. Nonetheless they provide an example for other institutions and LELTP project teams grappling with issues of sustainability.

It is recommended that:

- 1 the ELF be further promoted and endorsed as a key leadership tool for individuals and teams, as part of the new 'Leadership Development Framework' at Monash University.
- 2 resources be allocated from within Monash University to support the further embedding of the ELF and its application to quality improvement in learning and teaching.

- 3 opportunities be identified in relevant Monash University aspirational and strategic documentation for specific reference to the ELF as a framework for leading excellence in learning and teaching.
- 4 embedding activities which target individuals and teams in learning and teaching leadership roles within faculties, or across the university, be sustained by appropriate allocation of resources and a strategic implementation plan.
- 5 Faculty staff with leadership roles in learning and teaching (such as deans, HOS, ADTs, and quality and course coordinators) be supported by CALT in their application of the ELF to evidence for improvement of student outcomes.
- 6 CALT continue to work closely with CHEQ to ensure that learning and teaching excellence within Monash University is informed by evidence, and to provide a framework (the ELF) whereby evidence is interrogated and acted upon by those in leadership positions.
- 7 the ELF be made available and accessible to all potential users within, and external to, Monash University, and that they be supported in its use.
- 8 a suite of professional development and mentoring tools to support the practical application of the ELF (including an interactive website) be developed as part of the ongoing commitment by Monash University and CALT to the outcomes of the *Leading Excellence* project.
- 9 CALT maintain and build on cross-institutional relationships established as part of the ALTC Leading Excellence in Learning and Teaching Program (LELTP), but particularly with other central academic units (ADUs).
- 10 opportunities be identified for additional ALTC funding to disseminate the findings of the *Leading Excellence* project to other higher education institutions, promoting partnerships whereby the ELF might be further refined for mutual benefit.

List of Appendices

Appendix 1	Evolution of the Engaging Leadership Framework (ELF)	84
Appendix 2	ELF–v.1	86
Appendix 3	ELF–v.2	87
Appendix 4	ELF–v.3	88
Appendix 5	ELF–v.4	89
Appendix 6	ELF–v.5	90
Appendix 7	ELF–v.6	91
Appendix 8	Theoretical underpinnings: literature review	92
Appendix 9	Case studies	113
Appendix 10	Leading Excellence Phase 3: consultations	127
Appendix 11	One-page overview of the <i>Leading Excellence</i> project	132
Appendix 12	Tipu Ake leadership model	133
Appendix 13	Matrix for tracking observations and activities of ELF–v.1	134
Appendix 14	Engaging Leadership Framework ELF–v.6 matrix	136
Appendix 15	ELF–v.6 ‘in practice’ poster illustrating the relationship between the scholarship dimension and the quality cycle	137
Appendix 16	Bibliography	138

Appendix 1 Evolution of the Engaging Leadership Framework (ELF)

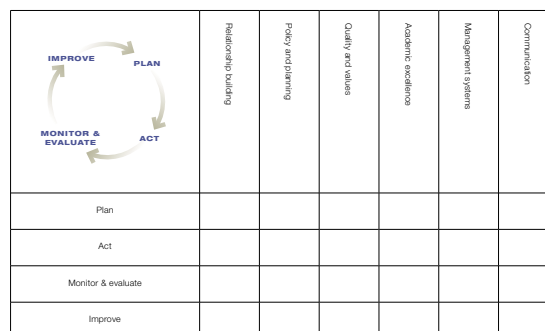
ELF VERSION 1

The initial version of the leadership framework originated in the Faculty of Education in 2006 and was known as the Emerging Leadership Framework (ELF1). The framework proposed an integrated teaching and research framework and nominated six drivers crucial to effective leadership of improvement of learning and teaching. These were: relationship building, academic excellence, management systems, policy and planning, quality, and communication. The framework also indicated that for change to be effective, the goals of leaders need to be aligned and support each other at three levels – the operational level, the institutional level and the external level.



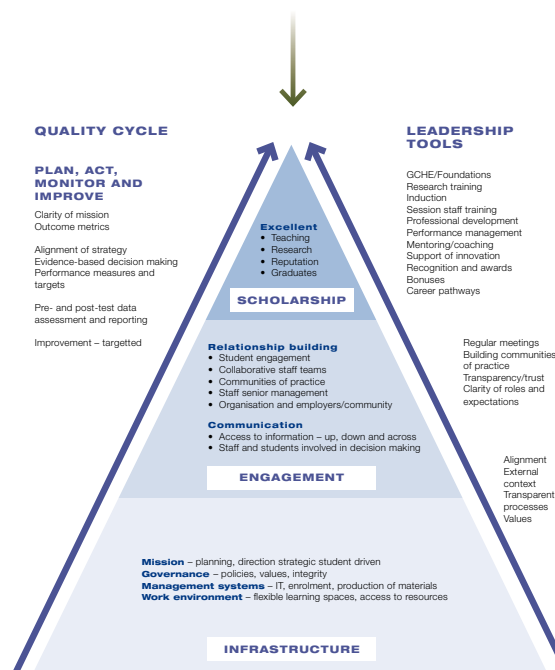
ELF VERSION 2

The second discernible phase of the Engaging Leadership Framework (ELF2) overlaid the phases of the Monash University Quality Cycle — plan, act, evaluate and improve — into the framework. The aim was to underpin the framework structure with a clear and logical process for implementing improvement.



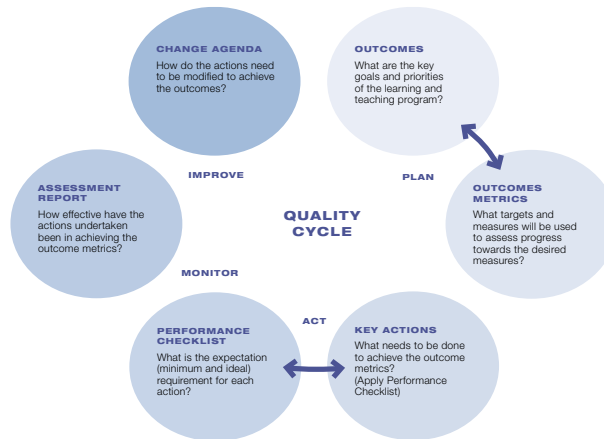
ELF VERSION 3

The next version of the framework moved away from the matrix format and tried to visually depict the drivers (enablers) and tools within a pyramid structure (ELF3). While this structure brought out the importance for effective leadership of the 'trilogy of excellence' — excellence in scholarship, engagement, and management — the power of the quality cycle became lost in the framework.



ELF VERSION 4

ELF4 was an attempt to recapture the quality cycle. By doing so the purpose of the cycle was clarified and a decision was taken to start the cycle with the data phase (evaluate the evidence). However, the framework then failed to capture the essence of leadership within the higher education sector.



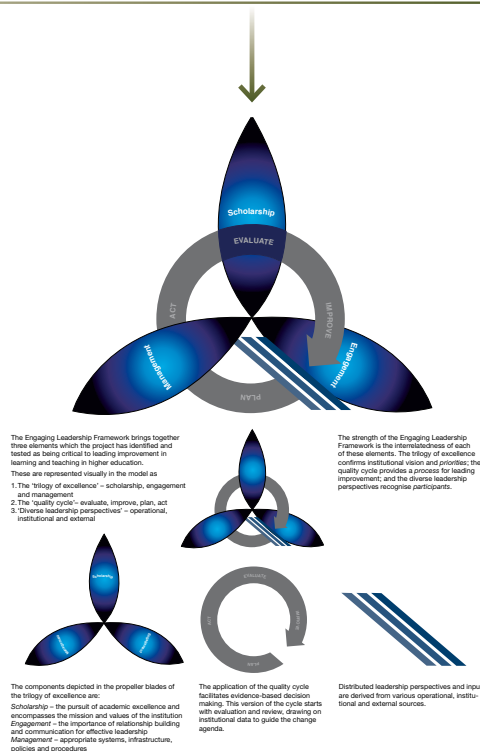
ELF VERSION 5

After further consultation, reflection and review ELF5 was created. This framework proposed a circular design where the Quality Cycle was shown as the fulcrum around which the dimensions of scholarship (combining the previous drivers of academic excellence and quality and values), engagement (combining relationship and communication) and infrastructure (combining policy and planning and management systems) turned. This captured the staged and systematic approach sought, however it was considered too complex to be a useful tool.

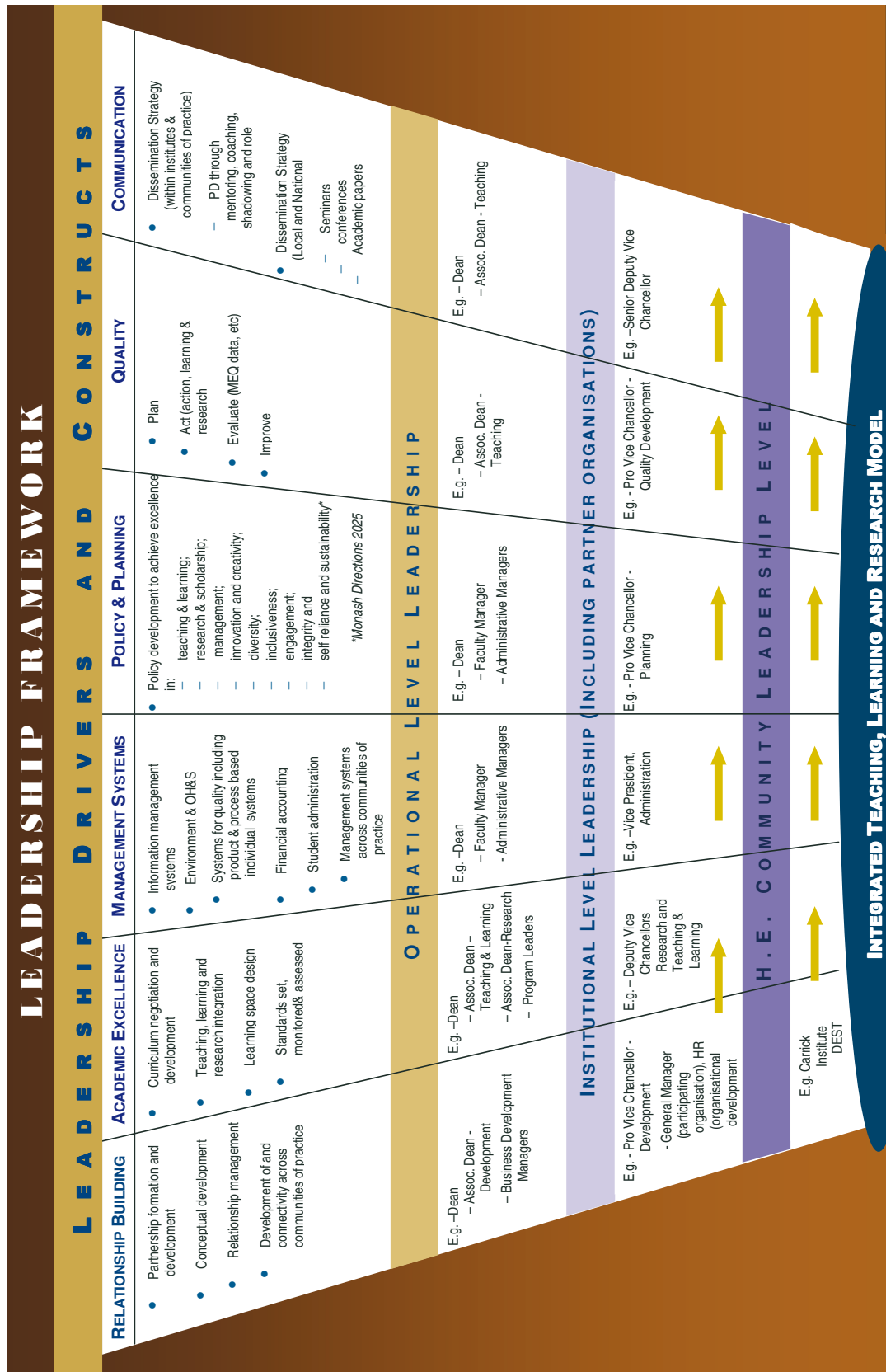


ELF VERSION 6

Finally, a professional graphic designer was briefed and after experimenting with a number of images and concepts, the Engaging Leadership Framework (ELF6), was created. ELF6 provides a simple, easy-to-follow visual solution to a number of complex concepts and principles that were identified through the course of the project as being essential to effective leadership of improvement in learning and teaching.

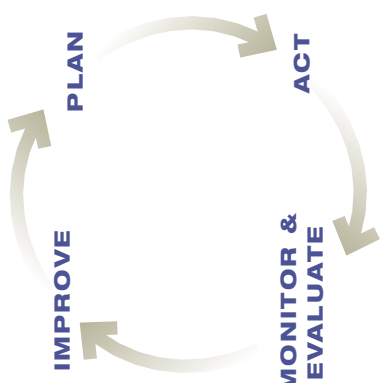


Appendix 2 ELF-v.1



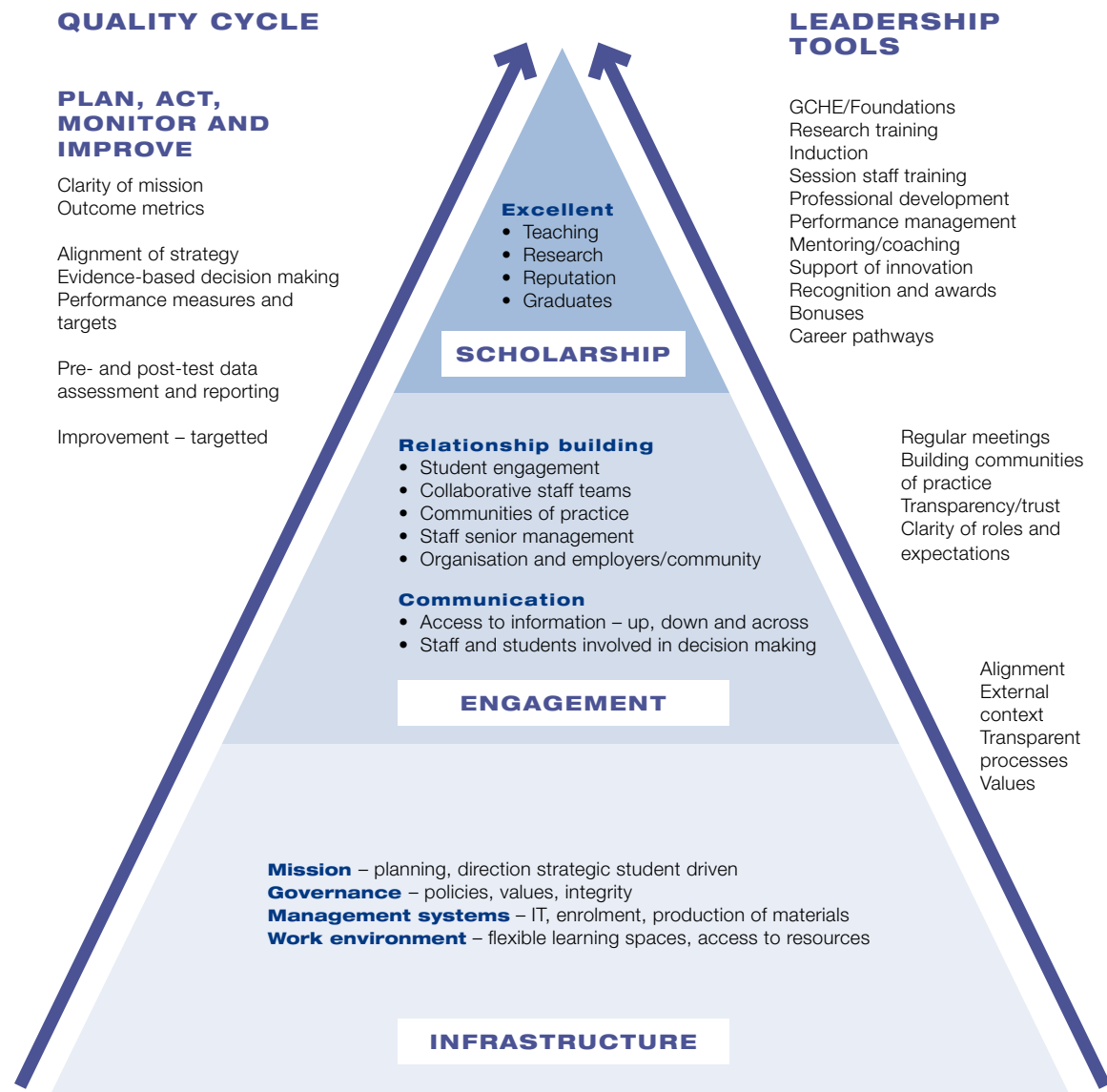
Appendix 3 ELF-v.2

QUALITY CYCLE APPLIED TO EMERGING LEADERSHIP FRAMEWORK TEMPLATE

Communication				
Management systems				
Academic excellence				
Quality and values				
Policy and planning				
Relationship building				
	Plan	Act	Monitor & evaluate	Improve

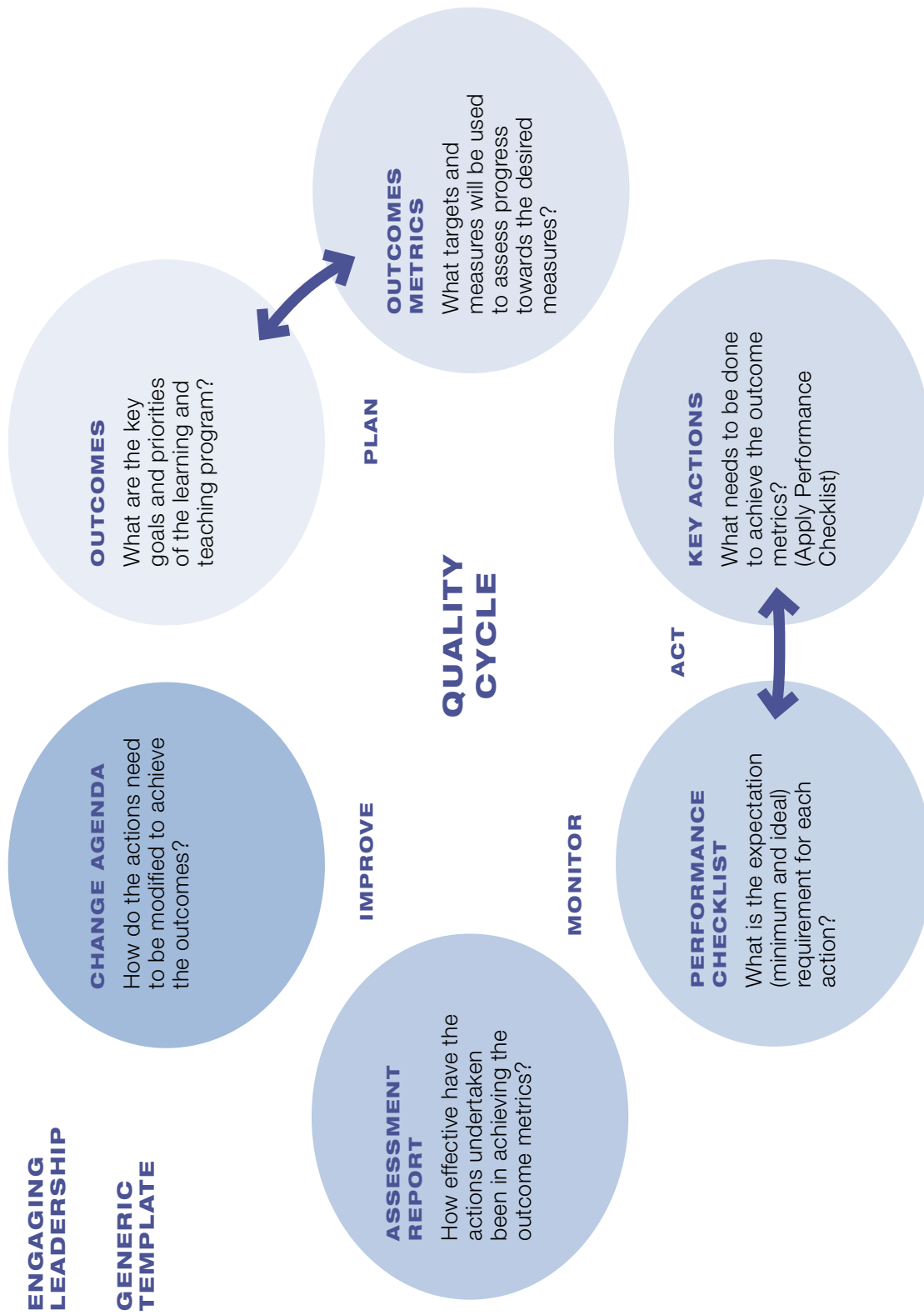
Framework 2 Newton, S & Bennett, L 2007 (DRAFT)

Appendix 4 ELF-v.3

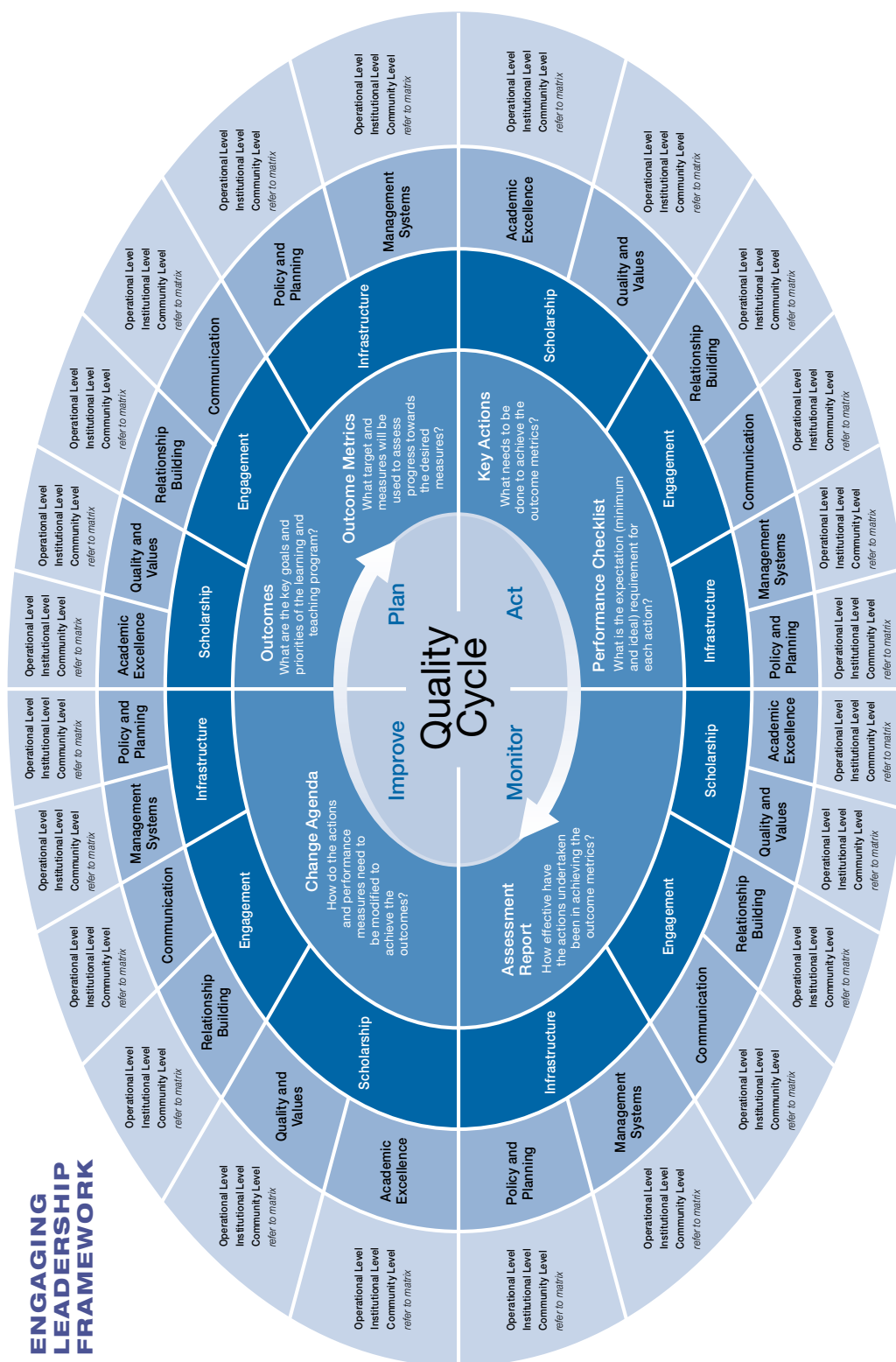


ENGAGING LEADERSHIP IN HIGHER EDUCATION

Appendix 5 ELF-v.4



Appendix 6 ELF-v.5

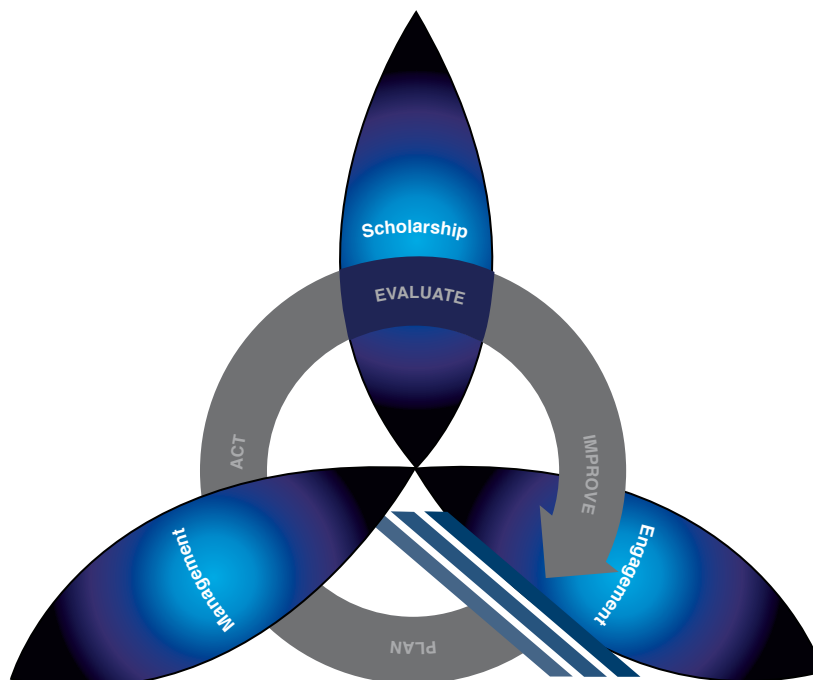


© Copyright – Engaging Leadership model, Bennett Newton 2007

This model is based on a Teaching, Learning and Research Integrated Leadership model developed by S Newton (Education Faculty) 2006 and the Quality Cycle adopted by Monash as the foundation for its quality assurance program. Support for this project has been provided by The Carrick Institute for Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Science and Training. The views expressed in this presentation do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education.

Appendix 7 ELF-v.6

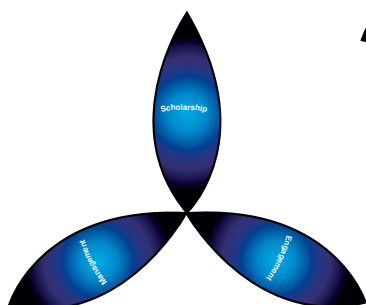
THE ENGAGING LEADERSHIP FRAMEWORK



The Engaging Leadership Framework brings together three elements which the project has identified and tested as being critical to leading improvement in learning and teaching in higher education.

These are represented visually in the model as

1. The 'trilogy of excellence' – scholarship, engagement and management
2. The 'quality cycle' – evaluate, improve, plan, act
3. 'Diverse leadership perspectives' – operational, institutional and external

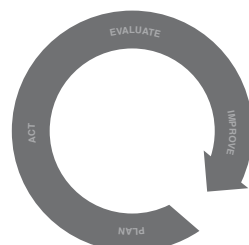


The components depicted in the propeller blades of the trilogy of excellence are:

Scholarship – the pursuit of academic excellence and encompasses the mission and values of the institution
Engagement – the importance of relationship building and communication for effective leadership
Management – appropriate systems, infrastructure, policies and procedures



The application of the quality cycle facilitates evidence-based decision making. This version of the cycle starts with evaluation and review, drawing on institutional data to guide the change agenda.



The strength of the Engaging Leadership Framework is the interrelatedness of each of these elements. The trilogy of excellence confirms institutional vision and *priorities*; the quality cycle provides a *process* for leading improvement; and the diverse leadership perspectives recognise *participants*.



Distributed leadership perspectives and inputs are derived from various operational, institutional and external sources.

Appendix 8 Theoretical underpinnings: literature review

The following discussion presents an overview of the literature and studies that influenced the development of the leadership framework and provided the theoretical underpinnings for many of the observations and reflections reported throughout the life of this project.

Discussion on the literature aligns with the three central components of the Engaging Leadership Framework:

- 1 the 'trilogy of excellence': excellence in scholarship, excellence in engagement, and excellence in management;
- 2 the evidence-driven 'quality cycle'; and
- 3 the 'multilevel leadership' perspectives.

The discussion elaborates upon each of these elements and refers to the key concepts, influences and studies which underpinned decisions to highlight the components eventually incorporated into the Engaging Leadership Framework. The three elements are complementary, and provide the vision, structure and drivers for leading improvement.

1. The 'trilogy of excellence'

The '**trilogy of excellence**' incorporates excellence in *scholarship*, *engagement* and *management* and is identified within the *Leading Excellence* project as being at the very heart of effective leadership. This pursuit of excellence reflects the vision and values of Monash University and, perhaps, of all major universities in the twenty-first century. The contention is that effective leadership of a contemporary university requires outstanding performance in each of these areas.

Scholarship

Summary of key 'take-aways' from the literature on scholarship

- 1 Scholarship needs to be redefined more broadly, from expertise in a subject area/ discipline, to include expertise in the scholarship of learning and teaching.
- 2 The scholarship of teaching is '*the knowledge of concepts of teaching and learning based on literature, the teaching and learning process, content and context, and the investigation, evaluation, communication and reflection on teaching and learning*' (Trigwell).

- 3 The 'knowledge era' is changing curricula, content and skills.
- 4 The skills of analysis, evaluation, and synthesis are becoming more important, superseding absorption of a large body of discipline-specific knowledge.
- 5 Employability skills and vocational education need to be responsive to the social context of learning.
- 6 Leadership at multiple levels of the university needs to support the goal of 'scholarship' of learning and teaching.
- 7 Innovation often emerges from the teacher–student interface.
- 8 The practices of academic heads of departments are critical in developing an environment that fosters a culture of improvement of learning and teaching excellence.
- 9 Cultural change is a long process and its success is dependent upon the development of shared values, vision and purpose across the organisation.

The '**scholarship**' dimension grew out of a focus in the initial Emerging Leadership Framework (ELF–v.1) on the mission and values espoused by Monash University in its pursuit of academic excellence, which is frequently defined as the creation and dissemination of universal knowledge. Within the ELF, scholarship is recognised as a core function of major universities across the globe. The term is frequently referred to in the mission and strategic documents of Monash University (for example, in the *Monash 2025 Statement of purpose*¹ and the *Strategic Framework 2004–2008*²). Values such as intellectual integrity, autonomy, individual responsibility and equity typically form part of the mission of Monash as they do of most universities. Monash also recognises 'diversity' as one of its core values³, making a commitment to foster inclusiveness of students and staff through pedagogy, diverse curricula and delivery styles that reflect the communities it serves in a broad field of scholarly endeavour at its urban, regional, and international campuses.

Excellence in scholarship as integral to effective leadership of universities was confirmed through the reading and consultation undertaken as part of the *Leading Excellence* project. In a landmark study, *Scholarship reconsidered: priorities of the professoriate*, E.L. Boyer⁴ redrew the boundaries of the idea of scholarship by defining it broadly as four separate but overlapping functions: the scholarship of discovery (original research), of integration (connecting ideas and synthesis across discipline boundaries), of application or engagement (advancement of knowledge through the application of knowledge to real-world problems) and of teaching (bridging the gap between the scholar's knowledge and the student's understanding). Demonstrable high performance standards were needed in each function. Brown supported the scholarship of teaching when stating: 'we need to be serious about

1 Monash Directions, *Monash University's Statement of purpose*, February 2005, viewed May 5 2005, <<http://www.monash.edu.au/about/monash-directions/directions.html>>.

2 Monash University, *Excellence and Diversity Strategic Framework*, February 2004, viewed May 5 2008, <<http://www.monash.edu.au/about/monash-directions/excellence.html>>.

3 *ibid.*

4 E L Boyer, *Scholarship reconsidered: priorities for the professoriate*, Carnegie Foundation for the Advancement of Teaching, San Francisco, Jossey Bass, 1990, p. 16. It is noteworthy that the source is quoted in the Monash University *Learning and Teaching Plan 2003–5*, September 28, 2005, viewed May 6 2008, <<http://www.monash.edu/about/learning-teaching-plan.html>>.

student education⁵. The scholarship of teaching is based on the idea that, like research, teaching in higher education can and should be a scholarly activity.

Research literature on the relationship between leadership and the scholarship of educating can be divided into five categories.

- 1 Research that informs teaching. A rich body of research exists on what constitutes effective teaching, what it looks like, and how it is assessed and demonstrated. The work of Biggs, Ramsden, Prosser and Trigwell⁶ figure prominently in this area.
- 2 Research in the field of Education, which includes how students learn, theories of learning, and the considerable body of research on how, and in what contexts, students learn most effectively, including different learning styles and neuroscientific insights⁷.
- 3 The 'research-teaching nexus', the process of enriching teaching by including aspects of current research in classroom teaching, has the potential to convey 'cutting edge' disciplinary knowledge, to increase student interest through the teacher's passion for a particular area of research, to make subject matter more relevant, and to inculcate inquiry or research capability. It can also promote important academic values such as respect for evidence, civility in disagreement with colleagues, tolerance of ambiguity (a safeguard against fundamentalism), respect for subjects of study and a willingness to accept error or uncertainty⁸.
- 4 Teaching that informs research. The challenge of trying to convey to students a particular concept or theory may stimulate thoughts in relation to current or future research. Richard Feynman, physicist, educator and Nobel Prize winner, describes this process:

The questions of the student are often the source of new research. They often ask profound questions that I've thought about at times and then given up on, so to speak, for a while. It wouldn't do me any harm to think about them again and see if I can go any further now.^{9,10}

5 R Brown, 'Can quality assurance survive the market.' *Proceedings of the Australian Universities Quality Forum*, 2007, p. 32, viewed April 8, 2008, <<http://www.auqa.edu.au/auqf/2007/proceedings/proceedings.pdf>>.

6 J Biggs, *Teaching for quality learning at university: what the student does*, 2nd edn, The Society for Research into Higher Education & Open University Press, Berkshire, UK, 2003; P Ramsden, *Learning to teach in higher education*, 2nd edn, Routledge Falmer, London, 2003; M Prosser & K Trigwell, *Understanding learning and teaching: the experience in higher education*, SRHE and Open University Press, Buckingham, UK, 1999.

7 For example, J Biggs & P Moore, *The process of learning*, Prentice Hall, Sydney, 1993; J. Biggs, 'Individual differences in study processes and the quality of learning outcomes', *Higher Education*, vol. 8, 1979, pp. 381-394; N Entwistle & P Ramsden, *Understanding student learning*, Croom Helm, London, 1983.

8 G Baldwin, *The teaching research nexus*, The University of Melbourne CSHE, 2005, viewed April 9, 2008, <http://www.cshe.unimelb.edu.au/pdfs/TR_Nexus.pdf>; *The teaching research nexus*, The University of Western Australia Centre for the Advancement of Teaching and Learning, 2003, viewed April 9, 2008, <<http://www.catl.uwa.edu.au/publications/ITL/1999/2/nexus>>; Monash University and the University of Sydney collaborated on the Teaching-Research Nexus Benchmarking Project, The University of Sydney and Monash University, September 2004. For information on this project, see J Weir & A Brew, 2005, viewed May 6, 2008, <<http://www.adm.monash.edu/cheq/about/cheq-docs/council-rep-04/quality-report-council04-att3.html>>.

9 As quoted from *The teaching research nexus*, The University of Western Australia Centre for the Advancement of Teaching and Learning, *ibid*.

10 However, some research suggests a negative effect in combining research and teaching. For example, research relating to the effects of college education in the United States conducted by Pascarella and Terenzini challenges the belief that there is a fruitful connection between research and teaching – you cannot be a good teacher unless you are a good researcher. They concluded that there was in fact an inverse relationship between relationship productivity and teaching quality, as measured by student satisfaction surveys. A likely explanation for this pattern is students tend to regard availability of academic staff as very important, and availability may be restricted in research intensive institutions. If this is the case, it is suggested that academics with strong research interests and extensive research programs may have to consciously compensate for the constraints of time they have available for individual students. E Pascarella & P Terenzini, *How college affects students: a third decade of research*, volume 2, Jossey Bass, San Francisco, 2005.

- 5 Teaching as scholarship is a concept addressed by Boyer and developed by Shulman, Rice, Schon, Andresen and Webb, Glassick, and Trigwell et al.¹¹ in the Scholarship in Teaching Project. Trigwell's aim is 'to make transparent how we have made learning possible'. Trigwell, using Boyer's foundational work, provides a definition of scholarship of learning and teaching as 'the knowledge of concepts of learning and teaching based on literature, the teaching and learning process, content and context, and the investigation, evaluation, communication and reflection on teaching and learning'¹². This holistic definition has informed the conceptualisation of the ELF within the *Leading Excellence* project.

The literature indicates that more focus needs to be placed on constructive relationships between research and teaching. Trowler and Wareham¹³ identify seven ways of forging such productive relationships, and Brew¹⁴ and others argue for communities of learning working collaboratively on seamless agendas of research, teaching and learning. These writers also support the suggestion that innovations in pedagogy and curriculum be trialled and developed as *part of* broader cultural changes. The implication for the development of the ELF is that scholarship involves the creative involvement of academic staff at all levels in leading the reinvention and improvement of university teaching.

Leaders with responsibility for the pursuit of excellence in scholarship need to deal with the agenda discussed above. Leadership of improvement also needs to be framed within the context of unprecedented challenges presented by the rapidly changing higher education environment.

Over the last three decades the higher education landscape has changed significantly. Student numbers have increased and the unit of resource has declined¹⁵. There is greater public and government scrutiny, and evolving funding models are based on differing measures of quality. With mass education, class sizes are larger and the characteristics of the student body have changed. There is more heterogeneity in the experience, knowledge and skills students bring with them¹⁶ and a new attitude or demand for quality that at least partly appears to be related to the introduction of fees¹⁷.

11 As cited by K Trigwell, E Martin, J Benjamin, & M Prosser, 'Scholarship of teaching: a model', *Higher Education Research and Development*, vol. 19, issue 2, 2000, pp. 155–168, viewed April 14, 2008, <<http://www.clt.uts.edu.au/Scholarship/A.Model.html>>.

12 *ibid.*

13 P Trowler, & T Wareham, 'Re-conceptualising the "teaching-research nexus"', *International Policies and Practices for Academic Enquiry: An International Colloquium* held at Marwell conference centre, Winchester, UK, 19–21 April, 2007, viewed May 6, 2008, <http://portal-live.solent.ac.uk/university/rtconference/2007/resources/paul_trowler.pdf>.

14 A Brew & J Sachs, *Transforming a university: the scholarship of teaching and learning in practice*, Sydney University Press, Sydney, 2007; A Brew, 'Teaching and research: new relationships and their implications for inquiry-based teaching and learning in higher education', *Higher Education Research and Development*, vol. 22, no. 1, 2003, pp. 3–18.

15 Department of Employment, Education and Training (DEET) and the Organisation for Economic Cooperation and Development (OECD), 'The transition from elite to mass higher education', *Proceedings of the Department of Employment, Education and Training/Organisation for Economic Cooperation and Development Conference*, Sydney, Occasional Papers Series, DEET Higher Education Division, Canberra, 1993.

16 D Kirkpatrick, *The changing landscape of higher education: constructing our future*, 2006, <http://www.caudit.edu.au/educauseaustralasia07/authors_papers/Kirkpatrick.pdf>, cited in Holt, D & S Palmer, 'Strategic leadership and its contribution to improvements in teaching and learning in higher education', Occasional paper, Deakin University Institute of Teaching and Learning; also A Welch, 'The end of certainty? The academic profession and the challenge of change source', *Comparative Education Review*, vol. 42, no. 1, Special Issue on the Professoriate, Feb., 1998, pp. 1–14, published by The University of Chicago Press on behalf of the Comparative and International Education Society Stable, viewed April 21, 2008, <<http://www.jstor.org/stable/1188783>>; Also P Ramsden, *Learning to lead in higher education*, Routledge, London, 1998, pp.14–15.

17 G Baldwin & R James, 'The market in Australian higher education and the concept of student as informed consumer', *Journal of Higher Education Policy and Management*, vol. 22, no. 2, 2000.

In addition, the focus of many universities has now become international, or 'global'. Research frequently has worldwide partners, educational trade crosses borders and the number of overseas visitors arriving in Australia to study in 2005 was 375,000 (more than ten times the number who arrived in 1985¹⁸). These arrivals generated \$4 billion in fees and 15% of university funding overall¹⁹, substituting to some extent for the per capita reductions of public funding²⁰. In 2005 18% of all students in higher education in Australia were overseas students²¹. Australia is the fifth largest destination for overseas students globally²². Many universities have overseas campuses, or off-shore partnerships and/or teaching programs. At Monash (where 30% of all enrolments are international, the largest of any Australian university)²³ and other universities that have off-shore campuses and centres, there is an imperative for an international perspective. The implication of this changing student profile and global context is that it is no longer appropriate to prepare students exclusively for the local labour market. The curriculum needs to have a strong global focus with the ability to contextualise learning materials and resources to suit the diversity of the student population.

The trend toward a diverse and varied international student body has already had a significant impact on the pedagogy offered by universities. According to Hofstede²⁴, cultural dimensions – which include individualism versus collectivism and sources of power – influence the way students learn and behave in the learning environment. Much of this theory is captured in studies to do with diverse learning styles²⁵.

Since the 1980s, changes in technology and ease of access to an increasing volume of new information have fundamentally changed the context of learning. The nature of employment in the future will be dominated by a global knowledge economy²⁶. The Boyer Commission on Educating Undergraduates in the Research University: *Reinventing undergraduate education: a blueprint for America's research universities*, describes this change by stating that:

The skills of analysis, evaluation, and synthesis will become the hallmarks of a good education, just as absorption of a body of knowledge once was²⁷.

While a focus on understanding content and acquiring foundational knowledge must remain, the acquisition of discipline-specific conceptual frameworks as well as generic skills to help filter, analyse and apply vast quantities of information has become critical. Emphasis in

18 Australian Bureau of Statistics (ABS), *Australian social trends, 2007, international students*, data retrieved April 9, 2008 from <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/E0FE4ACEF9C8A65ACA25732C00207596?opendocument>>.

19 Also derived from S Marginson, 'The global positioning of Australian higher education: Where to from here?', *The University of Melbourne Faculty of Education, Dean's Lecture series*, 16 October 2007.

20 S Marginson, *ibid.*, p. 5.

21 ABS, *op. cit.*

22 ABS, *op. cit.*

23 Monash University, *Monash University quality audit portfolio*, 2006, p. 12, p. 149.

24 G Hofstede, *Culture's consequences: comparing values, behaviors, institutions and organisations across nations*, 2 edn, Sage, Thousand Oaks, 2001.

25 Hofstede, *ibid.*; J Biggs, 2003. *op. cit.*; B Ballard & J Clanchy, *Teaching international students*, IDP Education Australia, Deakin, ACT, 1997; H Onsman, *Taking control of learning*, ABC Books, Crows Nest, 1991.

26 In the higher education sector see P Sheehan & G Tegart (eds), *Working for the future: technology and employment in the global knowledge economy*, Victoria University Press, Melbourne, 1998; for its effect in the secondary school sector, see D Warner, *Schooling for the knowledge era*, Melbourne: ACER Press, Melbourne, 2005.

27 The Boyer Commission on Educating Undergraduates in the Research University, *Reinventing undergraduate education: a blueprint for America's research universities*, 1998, p. 11, viewed May 7, 2008, <<http://naples.cc.sunysb.edu/Pres/boyer.nsf/>>.

education is shifting from content to the processes of learning. Students must 'learn how to learn', how to find out what they don't know, and to recognise the conceptual frameworks of their chosen disciplines, so they can effectively process, evaluate and use the information they acquire²⁸. The literature suggests that for the scholarship of teaching a loosening of the constraints of 'coverage' should create opportunities for innovative curriculum-design based on the objective of teaching students 'how to think like a' (physicist, historian etc). Academic leaders need to devise ways of integrating research into teaching and of inviting students to participate in the process. Supporters of this view see this as an invaluable way of encouraging process-focused learning which involves both disciplinary thinking and generic skills²⁹. These ideas are also linked with the literature on lifelong learning³⁰.

Another influence on curriculum content has been the increased emphasis on the relationship between education and employment outcomes, giving rise to the value placed on 'graduate attributes', graduate competence and employability skills³¹. Learning outcomes are required to be stated in terms of demonstrated generic skills such as problem-solving ability, effective teamwork, high levels of oral and written communication, effective project management, strong information technology skills, and evidence of an appreciation of the world of work. Higher education institutions now identify a list of expected graduate attributes³². For example *Leading the Way: Monash 2020* states:

Monash will develop graduates' independence and life-long learning skills of written and oral communication, capacity for inquiry and research, critical thought and analysis, problem solving, teamwork, numeracy and effective use of information technology³³.

The Australian Universities Quality Agency (AUQA), the agency responsible for auditing the quality of university education, has helped to shape this change by requiring the involvement of professional bodies in accrediting professional courses such as law, accounting, engineering, architecture, medicine and health as one of the significant dimensions of quality assurance³⁴. The concept of graduate attributes in higher education is, however, contested by some academics who suggest that specifying required graduate attributes is another step in the vocationalisation of higher education and an excuse to micromanage the activities of staff and students³⁵.

What are the implications for leadership of improved and expanded areas of scholarship of education? Marshall argues that the higher education sector ought to concentrate on

28 G Baldwin, *The teaching research nexus*, op. cit.

29 *ibid.* p. 8. Implications for multi-disciplinary or interdisciplinary learning in contemporary modern problems, like water, climate change, are considered. See M Davies & M Devlin, *Interdisciplinary higher education: implications for teaching and learning*, 2007, viewed April 7, 2008, <<http://www.cshe.unimelb.edu.au/pdfs/InterdisciplinaryHEd.pdf>> for a discussion of these.

30 J Field, *Lifelong learning and the new educational order*, Trentham Books, Stoke-on-Trent, 2006.

31 R Cummings, 'How should we assess and report student generic attributes?', paper presented at the 7th Annual Teaching and Learning Forum, University of Western Australia, Nedlands, 1998, and quoted in Precision Consulting, Commonwealth of Australia, 2007, *Graduate employability skills*. viewed January 2008, <<http://www.dest.gov.au/NR/rdonlyres/E58EFDBE-BA83-430E-A541-2E91BCB59DF1/20214/GraduateEmployabilitySkillsFINALREPORT1.pdf>>.

32 These have been required since 1998 by the former Department of Education, Science and Training (DEST, now called the Department of Education, Employment and Workplace Relations or DEEWR) in response to the West Review.

33 viewed April 9, 2008, <<http://policy.monash.edu.au/policy-bank/academic/education/management/monash-graduate-attributes-policy.html>>.

34 from D Holt & S Palmer, op. cit., p. 17.

35 *ibid.*, p. 16.

'developing the *organisational environment* within which leadership for learning and teaching is to occur'³⁶. Universities need to create *institutional cultures* that define the nature of leadership in teaching and learning, and management should articulate clearly that leadership of scholarship of learning is an integral part of every academic's job. Marshall argues that this stance needs to be captured in job descriptions, reflected in recruitment and selection criteria, and supported by performance development, key performance indicators and workload models that make provision for the time-consuming role of leadership in learning and teaching. An emphasis on learning strategies in professional development programs should ensure that staff develop in staged ways throughout their careers. Investigating universities' processes for rewarding excellent teaching, Ramsden and Martin³⁷ state a widely shared opinion³⁸ that academics view teaching as undervalued as compared with research.

The lesson here for the *Leading Excellence* project and the development of the ELF is the acknowledgement of a relationship between 'excellence in scholarship' and 'excellence in management' for effective leadership. The mission of excellence in scholarship cannot be achieved without supportive management.

In considering the literature related to the evolution of the ELF, two studies in particular were significant and confirmed the importance of the inclusion of the dimension of 'scholarship' in the framework. The first illustrates a key impediment to change, and the second, key events that shifted a university culture over the course of a generation.

A study by Elaine Seymour³⁹ on the non-take up of proven new ideas about learning and teaching in the sciences, engineering and mathematics in the United States argues that scientists respond differently to the outcomes of experiments when they are undertaken in their discipline (for example, in the biology of cell reproduction), rather than in learning and teaching of their discipline (for example, in the learning and teaching of the biology of cell reproduction), and that disseminating evidence about effective teaching was not enough to produce a change in teaching. For the ELF, this suggests that leadership in the management area is necessary to provide rewards and incentives that re-prioritise the status of teaching and pedagogical research (scholarship).

Roberts et al.⁴⁰ trace leadership of innovations from faculty level upward to senior management over the course of twenty years. The study describes the key internal events

36 S Marshall, *Issues in the development of leadership for Learning and teaching in higher education*, Occasional Paper for the Carrick Institute for Learning and Teaching in Higher Education, 2006, viewed April 16, 2008, <http://www.carrickinstitute.edu.au/carrick/webdav/users/siteadmin/public/grants_leadership_occasionalpaper_stephenmarshall_nov06.pdf>.

37 P Ramsden & E Martin, 'Recognition of good university teaching: policies from an Australian study', *Studies in Higher Education*, vol. 21, no. 3, 1996, pp. 299–315. The faculty reward system has been held responsible for this by many. See, for example, Boyer, 1990, op. cit., p. xi.

38 See L Drennan, 'Quality assessment and the tension between teaching and research', *Quality in Higher Education*, vol. 7, no. 3, November 2001, pp. 167–178; D'Andrea & Gosling, 'Joining the dots: reconceptualising educational development', *Active Learning in Higher Education*, vol. 2, no. 1, pp. 65–80.

39 Quoted in R Brown, op. cit., p. 31; E Seymour, 'The US experience of reform in Science, Technology, Engineering, and Mathematics (STEM) undergraduate education', paper presented at the *International Colloquium Policies and Practices for Academic Enquiry*, Marwell, Winchester, 19–21 April, 2007, see particularly p. 7.

40 C Roberts, D Oakey & J Hanstock, 'Developing a supportive environment for teaching and learning: a case study in a pre-1992 UK university', *Journal of Higher Education Policy and Management*, vol. 29, no. 3, November 2007, pp. 289–302.

that facilitated institutional-wide development and a cultural shift that valued and rewarded the scholarship of learning and teaching, and pedagogic research. Senior management interventions that institutionalised rewards and incentives for scholarship of teaching included promotion criteria (up to and including the highest grade of Professor), compulsory acquisition of a Postgraduate Certificate in Higher Education and the establishment of a Learning and Teaching Research Network to recognise and embed pedagogical research. These interventions were crucial to ensure that changes became part of a self-sustaining scholarly culture of learning and teaching. The lessons for the development of the ELF from this report were that innovation can be instigated at faculty level but for sustained institutional valuing of learning and teaching, senior academic management needed to embed, support and align management systems and processes in accordance with new values.

The literature suggests more empirically based work is necessary to explain the relationship between academic leadership and improved student learning outcomes. Key challenges for all levels of educational leadership are: how to turn innovation into normal practice; how to organise professional development of current and future faculty staff; how to reward excellent teaching and educational scholarship; and how funding and resources are to be distributed relative to research accomplishments.

Engagement

Summary of key 'take-aways' from the literature about engagement

- 1 Building relationships and communication are integral to the successful implementation of change/improvement. Developing organisational capacity in the area of 'engagement' should be a priority.
- 2 Using local context and existing expertise help to build trust and shared values when implementing change.
- 3 Engagement implies participation and involvement in an(y) activity – learning or organisational development.
- 4 Reforms will be resisted by staff if their knowledge and skills are not valued and respected. Good communication (i.e. that is respectful and persuasive) and relations which build on this foundation will enable strategic reform to be sustained.
- 5 Engagement needs to involve all stakeholders, particularly students and they need to be kept abreast of developments, changes and subsequent outcomes.

In ELF–v.1, the importance of relationship building and communication were nominated as key elements for effective leadership of learning and teaching. As the project developed through various consultation and reflection phases, the significance of these two concepts was reinforced. It often became difficult to distinguish between the actions of relationship building and communication and eventually the term 'engagement' was chosen to encompass the thinking and practice exemplified by both.

Studies on leadership frequently refer to the importance of effective communication and relationship building capabilities⁴¹. *Simply the best: workplaces in Australia*⁴² investigates what distinguishes 'excellent' workplaces from merely 'good' ones. The researchers visited sixteen workplaces – eight were identified in advance as 'excellent' performers and eight as 'good'. They surveyed hundreds of workers at all levels to determine the elements that distinguished the excellent from the good and found that the core driver for an excellent workplace was the quality of relationships at work. This was underpinned by other factors termed Good Leadership, Clear Values, Having a Say and Being Safe. The Quality of Working Relationships was defined as people relating to each other as friends, colleagues and co-workers. In the excellent workplaces 'the atmosphere of mutual trust and respect was overwhelming'. Sharing information and regular communication brought about mutual trust. This research also demonstrated that quality leadership includes the communication of clear values. Despite obvious differences, higher education also shares many characteristics with other organisations and workplaces, as recent studies have shown⁴³.

Wolverton et al.⁴⁴ found that chairs of departments need to have good people skills, especially in relation to communication and dealing with conflict. Such skills were viewed as crucial for setting direction, creating a collegial and positive work atmosphere, acting as a role model (credibility) and advancing the department's cause with respect to internal and external constituencies.

As mentioned previously, the term 'engagement' was selected to encompass the concepts of relationship building and communication. Scott⁴⁵ cites this interpretation of 'engagement' provided by the National Survey of Student Engagement (NSSE):

Engagement is seen to comprise active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences and feeling legitimated and supported by university learning communities.

Student engagement with a range of learning practices as well as institutional activities has long been identified as a key measure of 'quality' learning (along with assessed student results)⁴⁶. The view that engagement retains students and promotes productive learning is supported by Scott's⁴⁷ work, involving analysis of comments made by university graduates

41 M Higgerson, A Teddi & T Joyce, *Effective leadership communication: a guide for department chairs and deans for managing difficult situations and people*, Jossey Bass, San Francisco, 2007.

42 D Hull & V Read, 'Simply the best: workplaces in Australia', *ACIRRT Working Paper*, No. 88, December 2003, University of Sydney, viewed April 21, 2008, <http://www.business.vic.gov.au/busvicwr/_assets/main/lib60081/simply%20the%20best%20-%20workplaces%20in%20australia.pdf>.

43 For example, A Bryman, 'Effective Leadership in Higher Education,' *Research and Development Series*, The Leadership Foundation for Higher Education, June 2007, viewed April 27, 2008, p. 28; <<https://www.lfhe.ac.uk/protected/bryman.pdf>>; McCaffery, P, *The Higher Education Manager's Handbook: Effective leadership and management in universities and colleges*, Routledge, London, 2004, p. 59.

44 M Wolverton, R Ackerman & S Holt, op. cit.

45 H Coates, quoted in G Scott, 'Accessing the Student voice – Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education', Department of Education, Science and Training, Barton, Australian Capital Territory, 2006, p. 5, viewed April 27, 2008, <http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm>.

46 K Trigwell & M Prosser, 'Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes', *Higher Education*, vol. 22. no. 3, 1991, pp. 251–266; See also K Krause, *Understanding and promoting student engagement in university learning communities*, CSHE, 2005, viewed May 11, 2008, <http://www.cshe.unimelb.edu.au/pdfs/Stud_eng.pdf>.

47 G Scott, op. cit.

on their studies in a Course Experience Questionnaire (CEQ). Results confirmed that students highly value learning methods that engage them.

For the ELF framework, this literature reinforced the importance of the concept of student engagement in learning for those at the coalface of teaching – course coordinators, leaders of teaching teams, tutors, demonstrators and sessional staff.

Recent higher education literature on leadership and engagement describes how the concept of ‘engagement’ has been promoted as a key leadership driver, especially where change and the introduction of new priorities and structures are being implemented at the management level⁴⁸. Leadership of engagement is seen as important at various levels of the organisation. Ramsden’s *Learning to lead in higher education*⁴⁹ is a key contribution to this debate. The importance of relationship building when converting a strategy into practice is reiterated in the UK Leadership Foundation for Higher Education publication, *Engage*⁵⁰. A study of mid-level academic managers nominated self-knowledge as key to the challenge of leadership in higher education. This underlines the importance of the affective or emotional side of the development of leadership skills.

Another prominent theme within the literature deals with social exchange theories of leadership. This perspective⁵¹ demonstrates how the effectiveness of organisational and environmental change is dependent upon a leader’s development of emotional intelligence and the ability to motivate, influence, persuade, inspire, coach and collaborate with others.

Kouzes and Posner⁵² focus on the importance of followers’ perception of the leader’s *credibility*. They found that credibility was linked to a strong sense of team spirit; being committed and having a sense of ownership of, and pride in, the organisation. Their Leadership Challenge model⁵³ includes two elements which support the concept of engagement: inspiring a shared vision and enabling others to act. In the secondary school sector, a longitudinal study by Mulford and Silins⁵⁴ in Australian schools provides evidence that leadership emphasising ‘support, care, trust, *participation*, facilitation and whole staff consensus’ differentiated highly performing from poorly performing schools on measures of organisational learning.

These studies accord with Goleman, Knight and Trowler, Middlehurst, Ramsden and Marshall⁵⁵ who theorise the affective domain of leadership, which involves self awareness, relationship building, and personal, social, emotional and ethical facets.

48 Leadership Foundation for Higher Education, 2006, p. 9; G Scott, ‘Learning leaders in times of change’, *Campus Review*, 2007(09.04), pp. 8–9.

49 P Ramsden, *Learning to lead in higher education*, Routledge, London, 1998. See also W Savage, *Interpersonal and group relations in educational administration*, Scott, Foresman and Company, Glenview, 1968; L Coakley & L Randall, op. cit.

50 M Jenner, ‘Leadership is a relationship’, *Engage*, 8, 2006, p.8, viewed April 27, 2008, <<https://www.lfhe.ac.uk/publications/engage8.pdf>>.

51 S Marshall, ‘Issues in the development of leadership for learning and teaching in higher education’, op. cit.

52 J Kouzes & B Posner *Credibility*, Jossey Bass, San Francisco, 1993, quoted in P Ramsden, *Learning to lead*, op. cit., p. 114.

53 J Kouzes & B Posner, *The leadership challenge*, 3rd edn, Jossey Bass, San Francisco, 2002.

54 Quoted in D Holt & S Palmer, op. cit., p. 31.

55 D Goleman, *Working with emotional intelligence*, Bloomsbury Publishing, London, 1998; P Knight & P Trowler, *Departmental leadership in higher education*, SRHE and Open University Press, Buckingham, 2001; R Middlehurst, *Leading academics*, Society for Research into Higher Education and Open University Press, Buckingham, 1993; P Ramsden & S Marshall, ‘Leading leadership development for heads of department’, *InPractice*, Issue 12, 2007, viewed April 27, 2008, <https://www.lfhe.ac.uk/publications/inpractice12.pdf>>.

In summary, it has been demonstrated that involving students in learning situations that engage them leads to improved learning outcomes. Strong support also exists for the view that the engagement of staff with the issues and the implementation of changes that affect them is equally important for sustaining cultures of improvement. Failure to involve stakeholders in the planning and review phases of improvement and reform is likely to result in levels of resistance and less than ideal outcomes.

Management

Summary of key 'take-aways' from the literature on management

- 1** A perceived failure of management to win support from academic staff for organisational change has been divisive in higher education.
- 2** The failure of some academic staff to engage with the quality agenda is also divisive.
- 3** Management systems need to support, encourage and reward excellence in the scholarship of learning.
- 4** Senior management support for pursuing learning and teaching innovation and excellence builds, sustains and ultimately institutionalises a scholarly pedagogical culture.
- 5** It is vital that management tools, structures, processes and procedures are internally consistent and support the core mission of excellence in learning and teaching.
- 6** When management processes work against a stated mission, it breeds distrust of institutional 'rhetoric'.
- 7** Leadership is distinct from, and yet complementary to, management. 'Leadership' implies attributes such as 'visionary', 'inspiring', 'imaginative/creative', 'flexible' and the capacity for 'setting directions' and 'value-based decision making'. Management employs terms such as 'planning', 'systematic', 'alignment' and 'coordinating systems and policies' to describe its function.
- 8** There are many and varied conceptions of 'leadership'. Each theory brings with it divergent implications for who should be targeted for leadership development, and how we should identify, select, and develop the skills and capacities of those in leadership positions.
- 9** Developing leadership capability is crucial for organisational development and achieving mission.
- 10** The term 'learning organisation' implies one with a culture of improvement as a shared, collaborative enterprise, not one based on compliance to external demands.
- 11** The divide between academic and management staff found in many institutions has created a 'them and us' culture, which creates artificial barriers to quality and improvement. Excellence in leadership requires excellence in scholarship, engagement *and* management.

'Management' is often a divisive word in the academic community. There is a perception of a divide between *academic leaders* who uphold the values of disciplines and of the university, and *managers* who dispense alien practices, values and norms. The literature repeatedly reports a sense of hostility and strong resistance towards what is often referred to as the 'corporatisation' or 'managerialism' of universities⁵⁶. McAffery⁵⁷ and Ramsden⁵⁸ explain this divide by reference to the failure of management to engage with the culture and deeply held values held by staff in higher education.

In the course of the *Leading Excellence* project, management was identified as critical to effective leadership. How can we understand what leadership means in the 'management' dimension? Kotter⁵⁹ emphasises the complementary nature of the roles of leader and manager:

Leadership and Management are two distinctive and complementary systems of action... Management is about coping with complexity...Leadership by contrast, is about coping with change.

Kotter argues that in most organisations today, the balance is too far towards management and leadership is not sufficiently well developed⁶⁰. The Management dimension refers to the need to coordinate systems, policies, procedures and resources that support and further the goals of the organisation⁶¹.

Each theory of leadership and management advances divergent implications for who should be targeted for development, and how we should identify, select, and develop the skills and capacities of those in leadership positions. In the higher education context, Marshall⁶², summarises the theories as:

- > Trait-based: (Stodgill, 1948; Mendez-Morse, 1992; Ackoff, 1998; Kellerman, 2004);
- > Behaviour based: (Stodgill & Coons, 1957; Blake & Mouton, 1964; 1967; McGregor, 1960; Likert, 1967; Mintzberg, 1973);
- > Contingency approach: (Fiedler, 1967; Vroom & Yetton, 1973; Hersey and Blanchard, 1988);
- > Power and influence theories: (Weber, 1945; Heifetz, 1994; Yukl, 1999);
- > Social exchange: (Blau, 1964; Burns, 1978, Kouzes & Posner, 1987; Leithwood, 1992; Bass, 1990);
- > Cultural theories: (Middlehurst, 1993; Bolman and Deal, 2003);

56 For example B Sheehan & P Welch, 'International Survey of the Academic Profession, Australia', paper prepared for the Carnegie Foundation, University of Melbourne, 1994; C McInnis, Powles & J Anwyl, 'Australian academics' perspectives on quality and accountability', *Tertiary Education and Management*, vol. 1, no. 2, 1995, pp. 131–139; G Anderson, 'Assuring quality/resisting quality assurance: academics responses to 'quality' in some Australian universities', *Quality in Higher Education*, vol. 12, no. 2, 2006, pp. 161–173; J Biggs & Davis, op. cit.; T Coady (ed.), *Why Universities Matter*, Allen and Unwin, St Leonards, NSW, 2000; P Ramsden, *Learning to lead*, op. cit.

57 P McCaffery, op. cit.

58 P Ramsden, *Learning to lead*, op. cit.

59 J Kotter, *A force for change: how leadership differs from management*, The Free Press, New York, 1990.

60 ibid., p. 108.

61 P Drucker, *Management: tasks, responsibilities and practices*, Heinemann, London, 1974.

62 S Marshall, op. cit.

Marshall argues that leaders require excellent management skills in order to make decisions that are systemic, multifaceted, and coherent or congruent. He also believes in the need to ensure that strategy, actions and decisions designed to encourage leadership for excellence in learning and teaching, and changes in the organisational environment that support them, are *themselves* regularly subject to critical review and revision. This was important for the *Leading Excellence* project as it confirmed the importance of the dimensions of management and the incorporation of the quality cycle. There was appreciation of the interdependence of both elements within the ELF.

An early criticism of the ELF discussed in Chapter 3 (3.2.3) resulted in the search for a less rigid and linear leadership model. A New Zealand model, Tipu Ake⁶³ (see Appendix 12) based on organic indigenous wisdom passed down for generations, proved to be very helpful. Many improvement models take a process view of an organisation and describe how projects or teams fit into it. The Tipu Ake leadership model is an organic, cyclical model that focuses on organisational *behaviours*.

The Tipu Ake model reinforced a sense that we needed to go back to basics and revisit the reasons for creating the ELF in the first place. It challenged us to adopt a non-hierarchical view of leadership and to value a diversity of perspectives related to innovation.

At Monash the role of leadership and management in motivating, mobilising and helping organise the efforts of individuals and teams to deliver and develop quality is extremely important. It is central to the notion of a 'learning organisation', an important concept in the management literature, which is associated with the work of Senge⁶⁴.

A number of authors suggest the model of the learning organisation as a way for higher education to move from a culture of compliance to one of improvement⁶⁵. Monash⁶⁶ has adopted the model and lists the characteristics of a learning organisation as:

- > encouragement and support for members of the organisation to learn and to share their knowledge with others;
- > encouragement of innovation and discovery, providing opportunities for staff to take responsibility for action, try new approaches and take risks;
- > linking of individual or local learning to organisational learning;
- > support of formal and informal staff learning and development.

The challenge for academic leaders is to develop the university not only as an organisation for learning, but also as a learning organisation.

63 Te Whaiti Nui-a-Toi, *Tipu Ake: a leadership model for innovative organizations*, 2001, viewed May 21, 2008, <http://www.tipuake.org.nz/files/pdf/Tipu_Ake_Model.pdf>.

64 P Senge, *The fifth discipline: the art and practice of the learning organisation*, Doubleday, New York, 1990, pp. 3–4.

65 M Avdjieva & M Wilson, 'Exploring the development of quality in higher education', *Managing Service Quality*, vol. 12, no. 6, 2002, pp. 372–383; M Hodgkinson & G Brown, 'Enhancing the quality of education: a case study and some emerging principles', *Higher Education*, vol. 45, no. 3, 2003, pp. 337–352; M Yorke, 'Developing a quality culture in higher education', *Tertiary Education and Management*, vol. 6, no. 1, 2000, pp. 19–36, quoted in Deakin University Institute of Teaching and Learning, 'Quality in higher education, quality improvement in higher education', 2008, viewed May 7, 2008, <<http://www.deakin.edu.au/itl/pd/tl-modules/scholarly/setu-ceq/setu-ceq-04.php?feedback=sent>>.

66 Monash University, *Quality at Monash, values and principles*, 2004, viewed April 12, 2008, <<http://www.adm.monash.edu.au/cheq/quality/quality-at-monash-values-principles.html>>.

The decision to make excellence in management the third dimension in the ELF's 'trilogy of excellence' was confirmed by the literature, which stressed the importance for effective leadership of management systems which support and foster a learning organisation which, in turn, lead to a culture of improvement.

2. The quality cycle

Summary of key 'take-aways' from the literature on the 'quality cycle' and quality

- 1** The idea of the 'quality cycle' is based on a conception of a cycle of improvement comprising stages including: starting with analysis and evaluation of the evidence, improvement and planning the strategy and ways to achieve improvement, acting and then evaluation once again.
- 2** The 'quality cycle' is based on the notion of a cycle of improvement which to date, is generally associated with the phases of act, plan, evaluate and improve.
- 3** The notion of 'quality' is distinguished from 'quality assurance' (QA), and 'quality enhancement' or 'quality improvement' (QI).
- 4** The value of continuing audits of 'quality' of higher education has been to highlight the need for significant work on the processes and procedures of quality.
- 5** Quality has been defined as: value for money, fitness for purpose, fitness of purpose and transforming (Harvey and Green).
- 6** There has been resistance to the measurement tools used by quality auditors by some academics for reasons which include the time they consume, a perceived lowering of academic standards, and the perceived failure of management to listen to academics' concerns.
- 7** Ongoing scrutiny, contestation and scholarship focuses on the best way to measure quality. However they are measured, student learning outcomes are a key quality goal for universities.

The inclusion of the 'quality cycle' in the ELF addresses the premise that effective leadership and improvement in learning and teaching in higher education is enhanced if a quality cycle is adopted to drive the process. The ELF framework illustrates this principle by embedding a variant of the 'quality cycle' utilised at Monash, starting with collection and interrogation of data (the evidence). The intention is that the data must be used to inform discussions and focus decisions about what needs to be improved or addressed. Once the target(s) for improvement are identified and agreed upon, the planning and implementation of the 'intervention' strategies and actions become clearer. The cyclical nature of the quality cycle is critical to the improvement process, reinforcing the ongoing importance of monitoring and reporting back on the outcomes of interventions, as part of a continuous improvement process.

A strong statement on the Monash University Centre for Higher Education Quality website reinforced the importance for effective leadership of embedding quality assurance processes into the operations of an organisation such as Monash:

A thoughtful and empowering approach to quality is seen as being entirely appropriate for an organisation with learning and the development of knowledge as its core concern, and a necessary condition for the development of a 'learning organisation'⁶⁷.

The link between quality assurance and effective leadership is again highlighted and underscores the key intent of the ELF:

The challenge is to develop the university not only as an organisation for learning, but also as learning organisation. In so doing, the commitment, professionalism and communication that are encouraged through participation achieve focus and alignment through good leadership and management⁶⁸.

To gain an historical perspective on the evolution of quality assurance processes, the writings of Juran, Deming and others on Total Quality Assurance (TQA), Total Quality Management (TQM) and Continuous Improvement (CI) were reviewed. Other writings that informed the development of the ELF with respect to the quality cycle include the work of Harvey and Green who discuss quality in terms of 'fitness for', 'fitness of' and 'transforming'. Biggs⁶⁹ elaborates upon the definitions of quality proposed by Harvey and Green.

The higher education literature often makes a distinction between quality assurance (QA) and quality improvement (QI) which is sometimes referred to as quality enhancement⁷⁰. Quality assurance tends to be positioned as being retrospective, about benchmarking an agreed set of activities or results in order to monitor the quality of performance and to compare institutions with one another. Excellence in quality is frequently cited as part of the mission of universities, and in the university context there are those who suggest understandings of quality need to be derived from research and scholarship. Gordon⁷¹ argues that universities need to pursue the means to foster cultures of improvement: 'to align leadership with ownership, and internal cultures with quality cultures'.

A Finnish case study of four departments by Kekäle and Pirttilä⁷² acknowledges the multidimensional nature of quality and notes that the emphasis in higher education quality is moving from compliance to development. The similarity between the cyclical nature of the action research model and the plan-do-check-act cycle that is the core of many QI methodologies has been noted by Tolbert, McLean & Myers⁷³. The cyclical and development

67 Monash University, *Quality at Monash, values and principles*, 2004, viewed April 12, 2008, <<http://www.adm.monash.edu.au/cheq/quality/quality-at-monash-values-principles.html>>.

68 *ibid*.

69 L Harvey & D Green, 'Defining quality', *Assessment and Evaluation in Higher Education*, vol. 18, no. 1, 1993, pp. 9–34, quoted in J Biggs, *Teaching for quality learning at university*, op. cit. p. 267.

70 M Avdjieva & M Wilson, 'Exploring the development of quality in higher education', op. cit.; P Knight, 'Quality enhancement and educational professional development', *Quality in Higher Education*, vol. 12, no. 1, 2006, pp. 29–40.

71 G Gordon, 'The roles of leadership and ownership in building an effective quality culture', *Quality in Higher Education*, vol. 8, issue 1, 2002, pp. 97–106.

72 quoted in Deakin University Institute of Teaching and Learning, 'Quality in higher education, quality improvement in higher education', op. cit.

73 Quoted in Deakin University Institute of Teaching and Learning, 'Quality in higher education, quality improvement in higher education', op. cit.

nature of quality improvement is a prominent feature of the ELF and its intent to offer a 'learning organisation' approach to effective leadership.

The literature on quality also reflects some disagreement about the value of existing QA programs between, on the one hand, governments, senior management, and QAE agencies and on the other, teaching academics. There is some tension between the two QAE goals of accountability and outcomes, with academics blaming the limited success of quality audits and the re-structuring of higher education on the failure of higher leadership to listen to the concerns of teaching academics and students⁷⁴. The literature frequently discusses the tension between quality as a vehicle for management control and quality being owned and driven by educational imperatives, individuals and work teams⁷⁵. The message for the ELF is to ensure that staff at all levels in an organisation are involved in the leadership paradigm and have real input into the strategies that are implemented. This highlights the importance of the 'engagement' dimension of the trilogy of excellence.

The ELF recommends the use of student feedback as a starting point for leading improvement. The contemporary view of quality places the 'user' in a central role. The needs of the user must be understood if we are to deliver services or products that fulfil the needs or their perception of their needs⁷⁶. Students are the principal users of higher education, although delivering what they 'need' is no simple matter. There are many interpretations of quality from the student's perspective. However they are assessed, student learning outcomes must be considered a key measure of quality in higher education.

Research shows that student learning is related to perceptions of teaching and learning environment, which in turn influence approaches to learning, which is why measures of student evaluations are important. Ramsden⁷⁷ describes the literature related to bad teaching and poor learning outcomes. Over the course of their study, students are exposed to a range of teaching and learning situations, and are well placed to make comparative judgements of quality, and to judge whether their involvement in learning is assisting them to learn. Marsh⁷⁸ says that students are rarely misled into confusing good 'performance' with 'effective teaching'. These views within the higher education research literature support the case for including student evaluations of quality.

Another measure of quality in the literature is on the value and usefulness of Course Experience Questionnaires (CEQs)⁷⁹. The CEQ has been administered nationally in Australian universities since 1993. It is an extensively validated student survey that is based on a

74 D Anderson, 2006, op cit.; D Laughton, 'Why was the QAA approach to teaching quality assessment rejected by academics in UK HE?', *Assessment and Evaluation in Higher Education*, vol. 28, no. 3, 2003, pp. 309–321.

75 R Barnett, *Improving higher education: total quality care*, SRHE and Open University Press, Buckingham, UK, 1992; S Marginson & M Considine, *The enterprise university*, Cambridge University Press, Melbourne, 2000.

76 G Armstrong & P Kotler, *Marketing: an introduction*, 8th edn, Prentice Hall, Upper Saddle River, NJ, 2007, p. 5, p. 206; and S Baron & K Harris, *Services marketing: text and cases*, 2nd edn, Palgrave Macmillan, Hampshire, 2003, pp. 136–150.

77 P Ramsden 'A performance indicator of teaching quality in higher education: the Course Experience Questionnaire', op. cit.

78 H Marsh, 'Student evaluations of university teaching: research findings, methodological issues, and directions for future research', *International Journal of Educational Research*, 1987, p. 11.

79 P Ramsden & N Entwistle, 'Effects of academic departments on students' approaches to studying', op. cit.; G Scott, 'Accessing the student voice – Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education', op. cit.; P Ramsden, 'A performance indicator of teaching quality in higher education', op. cit. as quoted by Holt and Palmer, p. 4.

well-researched theoretical model of learning⁸⁰. The CEQ, with other indexes, is important because it links with the Learning and Teaching Performance Fund (LTPF). Unlike the CEQ, the literature to date is more cautionary about the validity and reliability of unit-based student evaluation (SET)⁸¹. More work must be done to explore the impact of strategic approaches that link institution-wide responses to improvements in the quality of student learning. For example, to what extent is learning impacted by distinguished teacher awards, and how might developmental teamwork be measured.

The literature on quality also focuses on 'engagement'. The starting point of a range of surveys is to identify what engages students in productive learning. The National Survey of Student Engagement (NSSE), for example, was developed in the USA in 2003 and is now used extensively by colleges and universities in the USA and Canada. Kuh⁸² points to the 'seven principles of good practice in undergraduate education', which include student-faculty contact, cooperation amongst students, active learning, prompt feedback, time on-task, high expectations and respect for diverse talents and ways of learning.

Coates⁸³ argues that there are 'limitations with quality assurance approaches that exclude information about student engagement'. Coates maintains that even without satisfying performance indicators, students may be engaging in a way that brings about productive learning⁸⁴.

The literature reports on the reasons behind the introduction of quality improvement systems in contemporary organisations and confirms the importance of 'listening' to the student voice in higher education. It also confirms the value of using a quality cycle process to lead and drive improvement, linking data collection and analysis to well-thought-out and coordinated actions that shift higher education cultures and systems so that they become responsive to stakeholder needs. The kind and nature of quality evaluation tools are themselves subject to research and scholarly inquiry, closely relating the scholarship and the quality dimensions.

3. Diverse leadership perspectives

Summary of key 'take-aways' from the literature on diverse leadership perspectives

- 1 The third element of the ELF considers leadership from multiple levels: operational, institutional and external. The operational level refers to the leadership required in departments, faculties and central support units that interface directly with students. The institutional level refers to the leadership demonstrated by the

80 D Chalmers, op. cit.

81 D & S Palmer, op. cit., pp. 12–13.

82 NSSE, *NSSE Annual Report, 2002*, viewed April 12, 2008, <http://nsse.iub.edu/2002_annual_report/html/conceptual_intro.htm>.

83 H Coates, as quoted in G Scott, 'Accessing the student voice,' op. cit., p. 6.

84 *ibid*.

Council, vice-chancellor, deputy vice-chancellors, pro vice-chancellors, Academic Board members, deans, and faculty managers as they interface with key internal stakeholders within the organisation, especially staff. The external level refers to engagement with government departments, business and employer groups, professional associations, and the wider community.

- 2 The concept of leadership 'dispersed throughout an organisation' or 'distributed leadership' is prominent in the literature concerning higher education, and has been current in literature concerned with secondary schools for a longer period.
- 3 'Situational' leadership is related to distributed leadership. It contains the concept of active process, containing elements of followers' desires, leaders' hope and vision, and the context or situation in which they all operate.
- 4 The literature supports a context-dependent model of leadership at the academic departmental level where improvement in learning and teaching practices were shown to be situated within a discipline, in a collaborative and collegiate environment and within an organisational structure.

Recognition of diverse leadership perspectives, the third element of the ELF, acknowledges the importance of thinking about leading at the operational, institutional and external levels. The operational level refers to the leadership required in departments, faculties and central support units where the main interface with students occurs. The institutional level refers to the leadership demonstrated by the council, vice-chancellors, deputy vice-chancellors, pro vice-chancellors, academic board members, deans and faculty managers as they interface with key stakeholders within the organisation. The external level refers to the leadership required to engage with government departments and agencies, business and employer groups, professional associations, and the wider community.

The ELF is aligned with contemporary leadership theory in that it acknowledges that effective 'strategic leadership' is situational, and context-dependent⁸⁵. The underlying assumptions of the ELF and its application have been influenced by the works of Drucker⁸⁶, Garratt⁸⁷ and others. They argue that strategic leadership is about the setting of directions, identifying and choosing activities, and committing resources to create compatibility between internal organisational strengths and the changing external environment within which the university operates. This underlines the need for institutional leaders in particular to keep abreast of, and engage with, external stakeholders, funding bodies and socio-economic and political global trends.

The development of the ELF has been informed by the work of Gronn⁸⁸, a recent professor at Monash University, who has been influential in the dissemination of ideas about 'distributed'

85 P Ramsden, *Learning to lead*, op. cit., p. 13.

86 P Drucker, op. cit., pp. 95–129.

87 B Garratt *Learning to lead: developing your organisation and yourself*, Harper Collins Publishers, London, 1995, p. 31.

88 P Gronn, *Rethinking educational administration: T. B. Greenfield and his critics*, Deakin University, Geelong, 1983; P Gronn, *The making of educational leaders*, Cassell, London, 1999; P Gronn, 'Distributed properties: a new architecture for leadership', *Educational Management and Administration*, vol. 28, no. 3, 2000, pp. 317–338.

leadership or leadership 'dispersed throughout organisations'. He argues for a revised approach to action and influence in organisations centred on 'conjointly performed activities'⁸⁹. This has been developed by the work of Eddy and Van Der Linden⁹⁰, Richmon & Allison⁹¹, Woods et al.⁹² and Ancona⁹³.

Key activities within the *Leading Excellence* project confirm the importance of initiative, effective leadership and alignment at all levels. For example, leaders at the operational level need both the support and endorsement of institutional leaders to bring about change and to build institutional support systems that encourage change. Equally, leaders at the institutional level need leaders at the operational level to deliver changes.

At the institutional level, many universities now have a centre for higher education or equivalent unit to support the advancement of student learning. Compulsory Graduate Certificates of Higher Education for new staff have been widely adopted, to ensure that university teaching staff have a fundamental understanding of pedagogy and curriculum development. Universities are also introducing professional development programs on leadership. Smith⁹⁴ points out that there is much writing about upper-level management, and less about leadership at middle-level management. He researched the extent to which departmental cultures were democratic, hierarchical or anarchic.

Breakwell⁹⁵ looks at the changing role of vice-chancellors. Sarros et al.⁹⁶ study the changing role of deans and the need for leadership preparation, and for goal-setting from senior management. Del Favero⁹⁷ found an enduring effect of disciplinary background on administrative differences amongst deans.

Wolverton et al.⁹⁸ research the preparation of departmental chairs for leadership; Sarros et al.⁹⁹ and Smith¹⁰⁰ study the departmental head's role. Clegg and McAuley¹⁰¹ look at middle management where there is a growing base of research. Ramsden¹⁰², Tierney¹⁰³; and Martin

89 P Gronn, 'Distributed properties', op. cit.

90 P Eddy, K Van Der Linden, 'Emerging definitions of leadership in higher education: new visions of leadership or same old "hero" leader?' *Community College Review*, vol. 34, no. 1, 2006, pp. 5–26.

91 M Richmon & D Allison, 'Toward a conceptual framework for leadership inquiry', *Educational Management and Administration*, vol. 31, no. 1, 2003, pp. 31–50.

92 P Woods, 'Democratic leadership: drawing distinctions with distributed leadership', *International Journal of Leadership in Education*, vol. 7, no. 1, 2004, pp. 3–26.

93 D Ancona, 'Leadership in an age of uncertainty', Research Brief, MIT Leadership Center, 2005; quoted from P Johnson, *A review of the literature concerning leadership for quality improvement of learning and teaching in higher education*, 2006, <<http://mitleadership.mit.edu/pdf/LeadershipinanAge>>.

94 R Smith, 'The role of the university head of department: a survey of two British universities', *Educational Management Administration and Leadership*, vol. 30, no. 3, 2002, pp. 293–312.

95 G Breakwell, 'Leadership in education: the case of vice-chancellors, perspectives', *Policy and Practice in Higher Education*, vol. 10, no. 2, 2005, pp. 52–58.

96 J Sarros, W Gmelch & G Tanewski 'The academic dean: a position in need of a compass and clock', *Higher Education Research and Development*, vol. 17, no. 1, 1998, pp. 65–88.

97 M Del Favero, 'Disciplinary variation in preparation for the academic dean role', *Higher Education Research and Development*, vol. 25, no. 3, 2006, pp. 277–292.

98 M Wolverton, R Ackerman, and S Holt, 'Preparing for leadership: what academic department chairs need to know,' *Journal of Higher Education Policy and Management*, vol. 27, no. 2, 2005, pp. 227–238.

99 J Sarros, W Gmelch & G Tanewski, 'The role of department head in Australian universities: tasks and stresses', *Higher Education Research and Development*, vol. 16, no. 3, 1997, pp. 283–292.

100 Smith, 'The role of the university head of department: a survey of two British universities', op. cit.

101 S Clegg & J McAuley, 'Conceptualising middle management in higher education: a multifaceted discourse', *Journal for Higher Education Policy and Management*, vol. 5, no. 2, pp. 138–148.

102 P Ramsden & E Martin, 'Recognition of good university teaching: policies from an Australian study', op. cit.

103 W Tierney, *Curricular landscapes, democratic vistas: transformative leadership in higher education*, Praeger, New York, 1989.

et al.¹⁰⁴ conclude that academic leadership does have an impact on teaching effectiveness, but there is a gap in research. Another recent empirical study by Ramsden et al.¹⁰⁵ suggests that the practices of academic managers, in particular heads of department, are critical to developing an environment that fosters a collegial commitment to student learning. Coakley and Randall¹⁰⁶ consider an instructive case of a departmental chair working with the participation of key faculty leaders, described in terms of Heifetz's model of an adaptive process. This involved negotiation with various stakeholders to effect long-lasting change that met their needs, and not merely 'technical' or surface solutions that fiddle around the edges. Davis¹⁰⁷ and Coombe and Clancy¹⁰⁸ look at leadership of sessional staff teams. Evans¹⁰⁹ compares the influence of leadership on morale, job satisfaction and motivation among teachers and academics. McCaffery¹¹⁰ deals with leadership and management in higher education, based on his research study of innovative universities in the UK, the USA and Australia.

A branch of the literature studies the role of students¹¹¹ input into formative and summative assessment, and students as leaders in tasks and settings established by teachers – a different perspective that is worthy of consideration, and is covered by the ELF.

A number of studies have reported on the importance of the alignment of leadership levels. In the school sector the distributed leadership concept has been around for longer than in higher education¹¹². Butt¹¹³ says teachers are seen as the main agents of change, as innovators and instigators of improvement processes at classroom level. He points to empirical limitations in the field and lack of evidence to confirm that distributed leadership has a positive impact on *student achievement*. However, Harris¹¹⁴ claims some evidence for it assisting capacity building in schools and school improvement.

Juran¹¹⁵ concludes that all areas of an organisation contribute to the final quality of the services and products produced. In the higher education context, the short-term nature of

104 E Martin, K Trigwell, K Prosser & P Ramsden, 'Variations in the Experience of Leadership of Teaching in Higher Education', *Studies in Higher Education*, vol. 28, no. 3, 2003, pp. 247–259.

105 P Ramsden, M Prosser, K Trigwell & E Martin, 'University teachers' experiences of academic leadership and their approaches to teaching', *Learning and Instruction*, vol. 1, 2007, pp. 140–155.

106 L Coakley & L Randall, 'Orchestrating change at the departmental level: Applying the process of adaptive leadership', *Academic Leadership*, February 12, 2007, viewed April 7, 2008, <http://www.academicleadership.org/emprical_research/Orchestrating_Change_at_the_Departmental_Level.shtml>.

107 C Davis, 'Professional development for leaders of a large teaching team: a dual role', *International Journal for Academic Development*, vol. 3, no. 1, 1998, pp. 12–17.

108 K Coombe & S Clancy, 'Reconceptualising the teaching team in universities: working with sessional staff', *International Journal for Academic Development*, vol. 7, no. 2, 2002, pp. 159–166.

109 L Evans, 'Delving deeper into morale: job satisfaction and motivation among education professional: re-examining the leadership dimension', *Educational Management and Administration*, vol. 29, no. 3, 2001, pp. 291–306.

110 P McCaffery, *The higher education manager's handbook*, op.cit.

111 K Smyth, 'The benefits of students learning about critical evaluation rather than being summatively judged', *Assessment and Evaluation in Higher Education*, vol. 29, no. 3, 2004, pp. 370–378; A Havnes, 'Examination and learning in an activity-theoretical analysis of the relationship between assessment and educational practice', *Assessment and Evaluation in High Education*, vol. 29, no. 2, 2004, pp. 159–176; D Challis, 'Committing to quality learning through adaptive online assessment', *Assessment and Evaluation in Higher Education*, vol. 30, no. 5, 2005, pp. 519–527.

112 G Butt, 'Book review: improving schools through teacher leadership', *Educational Management Administration and Leadership*, vol. 34, no. 3, 2006, pp. 435–36; A Harris, 'Distributed leadership and school improvement: leading or misleading?' *Educational Management Administration and Leadership*, vol. 32, no. 1, 2004, pp. 11–24.

113 *ibid.*

114 *loc. cit.*

115 J Juran, 'The quality function', in J & F Gryna (eds) *Juran's quality control handbook*, 4th edn, McGraw Hill, New York, 1988, quoted in Holt and Palmer, op. cit. p. 4.

many roles, and the contribution made by various levels of academic and other professional staff to learning and teaching means leadership is distributed, and is a system-wide function¹¹⁶. This observation supports the value of an organisation-wide approach to achieving effective leadership. Care was taken throughout the evolution of the ELF to ensure that these elements were captured in the framework.

Ramsden¹¹⁷ discusses the ‘situational’ nature of leadership. Grounded in the influential work of Hersey and Blanchard, situational leadership is closely related to ‘distributed’ leadership models. Ramsden describes it by saying that leadership is an active process, containing elements of followers’ desires, leaders’ hope and vision, and the context in which they all operate. These elements are present in the ELF and are part of the application guidelines which recommend starting with the evidence and then contextualising the improvement strategies and targets in terms of the university’s and discipline’s goals and priorities.

Other writers who support a context-dependent and relationship-based model of leadership in learning and teaching include Knight and Trowler¹¹⁸. Ramsden and Marshall¹¹⁹ show how the experience of leadership for teaching (at head of department level) and collaborative management provide a collegiate environment where student learning is valued and the context of teaching is conducive to affording student-focused high quality teaching. A case study by Roberts et al.¹²⁰ demonstrates how the engagement of senior management in responding to, and shaping, supportive environments for learning and teaching institutionalised such an environment in the university.

The concept of diverse leadership perspectives adopted by the ELF and confirmed in the literature, acknowledges and promotes the value of input from operational, institutional and external perspectives. It emphasises the importance for effective leadership across the organisation, ensuring that the expectations and policies of the three levels are aligned, and that responsibility for planning, resourcing, actioning, monitoring and reporting improvement are clearly defined, valued and rewarded at all levels.

116 R Oliver, ‘Exploring benchmarks and standards for assuring quality online teaching and learning in higher education’, *16th Open and Distance Learning Association of Australia Biennial Forum*, 2003.

117 P Ramsden, op. cit., p. 13.

118 P Knight & T Trowler, op. cit.

119 P Ramsden & S Marshall, ‘Leading leadership development for heads of department’, op. cit.

120 C Roberts, D Oakey & J Hanstock, op. cit., p. 291.

Appendix 9 Case studies

Case Study One¹

In Semester 1, 2006, staff in a small applied science faculty at Monash University were concerned that student evaluation reports broadly indicated low levels of student satisfaction within their faculty, especially when compared with other faculties across the university.

In an effort to address these concerns the faculty approached the Centre for the Advancement of Learning and Teaching (CALT) and the Centre for Higher Education Quality (CHEQ) for assistance. It was decided to focus on Semester 2, 2005 student unit evaluation data (the most recent data available at that time). The intent was to introduce the changes for Semester 2, 2006 so that the impact of the intervention activities could be measured in second semester 2006 unit evaluations.

Initially the team focused on faculty units that were in the bottom 25% of units across the university, based on the general 'satisfaction item' (Item 8). Other units, where items were rated 10% below the faculty average for that item, were also identified for further investigation. In selecting the units other factors that were taken into account included class size, the response rate and identifiable campus-specific trends in units taught over multiple campuses or shared with other degrees or faculties. Sequential units and units in the same year level or course as the target units were also reviewed for patterns of poor performance. Discussions with faculty staff, including the Associate Dean (Teaching) and relevant program, course and unit leaders, revealed further significant contextual information which was not evident in the data sets.

The 'satisfaction item' was used initially to select the units in the spotlight and these target units were reviewed further to see if other items were below the mean. Ultimately, five of the ten units in the bottom 25% of units were selected for intensive development work. This decision was based on a number of factors such as willingness and availability of faculty staff to participate in the process, and the significance of the unit to the overall course.

¹ This summary was drawn from a detailed report of this case study 'Implementing strategic policy for quality improvement in teaching and learning: a case report from Monash University', prepared by the CALT team members, C Spratt, K Gilbert, G Luckenhausen and L Roller, 2007.

Intervention

The response team worked intensively with the faculty staff involved in the five units. The types of activities that were provided by CALT staff included:

- > reviewing and reshaping unit objectives;
- > aligning assessment tasks to objectives;
- > providing advice and ideas on innovative assessment tasks;
- > reviewing learning materials;
- > providing unit guide and learning material templates;
- > conducting workshops on giving effective and timely student feedback; and
- > highlighting the role of learning objectives in curriculum development.

The information derived from the responses to the two qualitative questions in the unit evaluations: 'what were the best aspects of this unit' and 'what improvements need to be made' was reviewed for clues, and supplemented by student focus groups and a synchronous online student discussion forum. In addition the response team met with staff and focus groups of students involved in the units to identify other ways the unit could be improved

Unit evaluation changes post developmental activities

The data in Figure 1 below indicates that when the units were next evaluated (Semester 2, 2006) the mean for the satisfaction item in four of the units improved, while satisfaction in one unit remained almost the same.

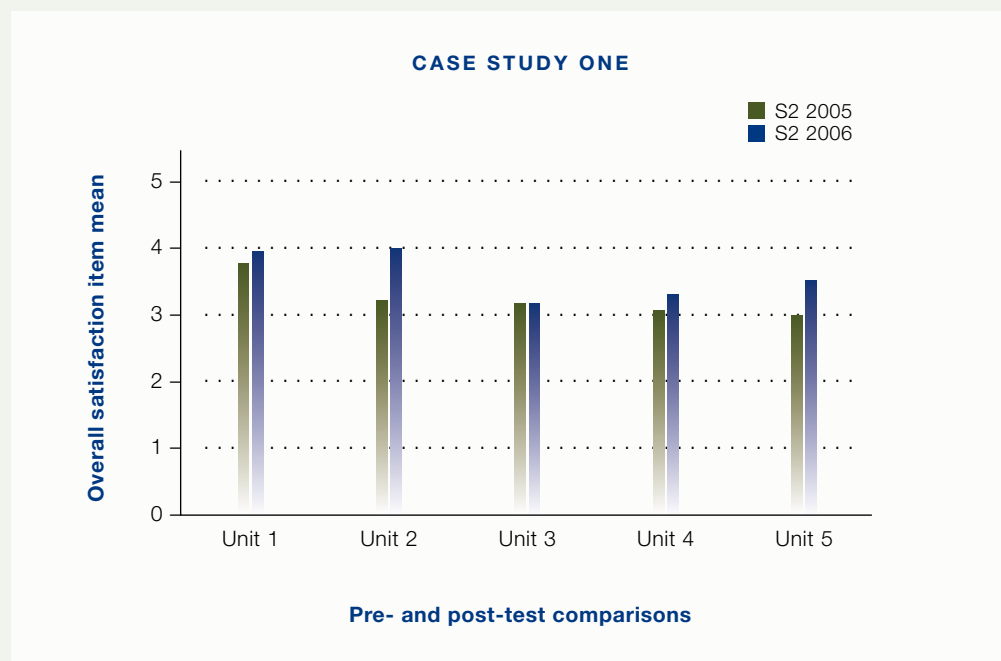


Figure 1 Pre- and post-test comparisons of the satisfaction item for the five target units

In addition to the improvements recorded in the unit evaluation findings, the team also reported a 'mushroom' effect across the faculty as a result of the development activity and discussion associated with the intervention. As a result the Faculty's Education Committee, led by the Associate Dean (Teaching), introduced a number of faculty-wide improvements including: more continuous assessment in all units across the degree program; use of audience response systems in large lectures; and use of online and multimedia support strategies with the aim of improving timely feedback. As well, the faculty structure was changed to facilitate greater emphasis on continual course improvement. It was reported that the faculty leadership felt more empowered to align and coordinate systems and resources within the faculty to support the learning and teaching mission of the university.

Learnings and reflections for the Emerging Leadership Framework (ELF) from Case Study One

Lessons associated with 'relationship building' were:

- > the need to build strong relationships based on trust and expertise at all levels within the faculty;
- > the challenge of finding the best way to introduce improvement processes within the faculty;
- > the importance of developing a collaborative 'no blame' approach to improvement.

Lessons associated with 'academic excellence' were:

- > the value of stating unit objectives (learning outcomes) in accessible and 'student friendly' language;
- > the need to align unit objectives with assessment tasks;
- > the value of rethinking assessment tasks in terms of learning outcomes;
- > the importance of providing criteria for assessment tasks;
- > the need to regularly update learning materials and ensure that the curriculum and resources are current;
- > the value of providing a Unit Guide template;
- > the importance of recognising existing expertise within a faculty by drawing on excellent teaching materials and practices.

Lessons associated with 'management systems' were:

- > the need to have a coordinator or contact person for quality and improvement projects within a faculty;
- > the need to factor into Action Plans the capacity for flexibility and customisation;
- > the importance of adequate induction and briefing for sessional and casual staff in achieving quality outcomes;
- > the need to provide time for staff to reflect on their practices;
- > the significance of providing systems for producing and distributing high quality learning materials.

Lessons from the initial trial associated with 'policy and planning' were:

- > the need to ensure workload formulas take into account time for improvement activities and professional development;
- > the need for a policy whereby sessional staff are paid to attend professional development and training sessions;
- > the need to allocate adequate resources to support the implementation of improvements.

Lessons associated with 'quality' were:

- > the need for CHEQ to draw on and provide research findings to address staff concerns about using student unit evaluations to identify poorly performing units;
- > confirmation that to achieve sustained cultural change takes commitment and engagement from many levels within an organisation.

Lessons associated with 'communication' were:

- > the need to embed improvement methodology with a comprehensive communication plan;
- > the importance of the Dean, ADT and other senior staff endorsing and promoting improvement projects;
- > the importance of informing staff at all levels of the faculty of the project;
- > the need to provide staff with progressive updates and reports on the rollout of the project;
- > the importance of continually engaging with students and informing them about improvements that have been made as a result of their feedback;
- > the need to provide reports to university senior management on the outcomes of improvement initiatives.

Case Study Two²

A technical faculty at Monash University had recently undergone a major downsizing and needed to rationalise its undergraduate degree program offerings. In 2005 the faculty decided to introduce seven new core units which would be common to a number of its undergraduate degrees. The units were offered in Semesters 1 and 2 in first year and Semester 2 in second year and were designed to have a strong conceptual and professional emphasis.

The Associate Dean (Teaching) had access to the unit evaluation data and was concerned about the impact of these new core units on student satisfaction and learning. He approached the Centre for the Advancement of Learning and Teaching (CALT) and the Centre for Higher Education Quality (CHEQ) to begin a staged review of the core units (beginning in 2006 and continuing into mid-2007).

² This case study is based upon evaluation reports on Core Curriculum Units of a department at Monash University, written by C Spratt, E Santhanam, G Luckenhausen, F Cook, K Gilbert and A Everett.

The response team reviewed the quantitative data and student comments (qualitative data) from the Monash unit evaluation reports for these units across four campuses. In addition it drew on some additional sources of information including unit coordinator interviews, an academic staff questionnaire, student focus groups, an online discussion forum for tutors and an analysis of student resources by students. The additional investigations pointed to:

- > substantial differences across campus in resources, including off-campus course books, assessment practices and the alignment of objectives, and assessment and teaching and learning strategies;
- > units that were uniformly perceived as overloaded in content by students, lecturers and tutors;
- > misalignment of learning objectives, assessment and teaching and learning strategies.

Intervention

The response team worked intensively with the faculty staff. The types of activities and recommendations that were provided included:

- > identification of generic disciplinary skills and Monash graduate attributes from across the curriculum;
- > mapping assessment tasks across Year 1 to track anticipated skill development and to balance the workload;
- > evaluation of the unit outlines, teaching and learning resources and assessment plans in Stage 2 were evaluated within the framework of Biggs³ (1999, 2003) 'aligned system of learning' widely known as 'constructive alignment';
- > a staff development workshop to help build the capacity of tutors and sessional teaching staff focusing on:
 - principles of curriculum development, including constructive alignment;
 - designing teaching approaches for flexible learning, including off-campus and e-learning strategies;
 - best practice in assessment and student feedback;
 - developing interactive learning opportunities for tutorials;
- > a recommendation that the special interest groups (SIGs) responsible for the creation and maintenance of each core unit be abandoned in favour of a Core Curriculum Committee (CCC) and a unit coordinator be appointed for a substantial term;
- > a recommendation that a review be undertaken of off-campus learning (OCL) materials using well established principles of instructional design for print-based materials and best practice principles for distance education;

3 J Biggs, *Teaching for quality learning at university*, op. cit.; and J Biggs, *Aligning teaching and assessment to curriculum objectives*, Imaginative Curriculum Project, LTSN Generic Centre, 2003, as quoted by the Higher Education Academy, Engineering Subject Centre, 2000–2008, viewed June 9, 2008, <http://www.engsc.ac.uk/er/theory/constructive_alignment.asp>.

- > a recommendation that unit coordinators hold 'progress meetings' with all members of the teaching team throughout the semester to enhance communication.

Unit evaluation changes post-developmental activities

The data in Figure 2 below indicates that when the units were next evaluated (Semester 1, 2007) the mean for the satisfaction item in five of the units improved, with two units showing less satisfaction (one clearly below 3).

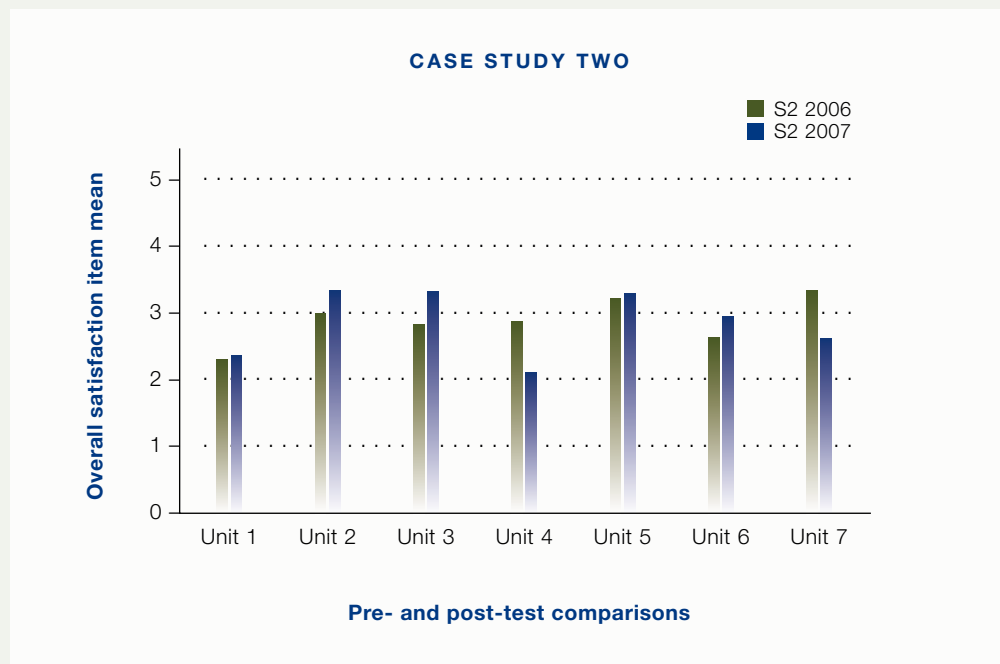


Figure 2 Pre- and post-test comparisons of the satisfaction item for the seven target units

Learnings and reflections for the ELF from Case Study Two

Lessons associated with 'relationship building' were:

- > the need to encourage meaningful engagement and collaboration across the various campuses and degree programs offering core units;
- > the difficulty of merging disciplines and the need to spend time building new relationships;
- > the need to rebuild staff morale and trust after major restructuring.

Lessons associated with 'academic excellence' were:

- > the importance of incorporating lessons from research on teaching to improve academic excellence;
- > the need to strive for 'academic excellence' through innovative teaching approaches such as case-based teaching;

- > the need for active involvement of the relevant faculty-based curriculum committee in driving change and scholarship.

Lessons associated with 'management systems' were:

- > the necessity of engaging senior faculty leaders in managing a change process;
- > the need to manage staff morale when a faculty has experienced a major loss of students and staff.

Lessons from the initial trial associated with 'policy and planning' were:

- > the need for continuity and extended periods of appointment for unit coordinators and chief examiners;
- > the need for management systems which recognise and reward the value of these (leadership) roles and provide opportunities for transition and continuity.

Lessons associated with 'quality' were:

- > the need to address fundamental philosophical and educational differences within various disciplines which often impede the successful implementation of common core curricula;
- > the need for continuous improvement that goes beyond the preparation of materials for delivery.

The lesson associated with 'communication' was:

- > the value of face-to-face team meetings across campuses in order to produce a coordinated approach to improving student learning.

Case Study Three⁴

In 2006 a large applied science faculty at Monash University identified that a strategically important core first year unit taught across all departments in the faculty needed improvement. Student unit evaluation scores on the general satisfaction item (Item 8) were below 3 over four semesters in the years 2005 and 2006.

In Semester 2, 2006 a Centre for the Advancement of Learning and Teaching (CALT), a Centre for Higher Education Quality (CHEQ) and faculty response team was established. The broad purposes of the collaboration were to:

- > determine the experiences of teaching and learning in the unit from the perspective of lecturers, demonstrators and students in order to identify aspects amenable for improvement in the short term;
- > make recommendations for change, and plan and provide assistance for the implementation of specific strategies aimed at improving the quality of the unit.

4 This summary was drawn from a report of this case study in 'Systematic improvement strategy in response to Unit Evaluation Data Report' prepared by the Centre for the Advancement of Learning and Teaching, Monash University by team members, C Spratt and E Santhanam, 2007.

Interventions

Various curriculum and academic management recommendations and action were taken. These included:

- > clarification of student learning objectives and curriculum alignment;
- > streamlining of lectures, practice classes and computer laboratory sessions so that the information needed for practice classes and computer laboratories was first presented in lectures;
- > weekly meetings of demonstrators conducted by the relevant lecturer to assure appropriate communication between lecturer and demonstrators, including discussion of issues that may arise in practice classes or laboratory sessions;
- > providing demonstrators with ongoing support. CALT and the faculty designed and delivered the 'Teaching Development Program for Demonstrators' – a two-day, four-module workshop that addressed facilitating learning, communication skills, diversity and inclusive teaching practices and planning for demonstrating and classroom management. The workshop was conducted twice in February-March 2007 and in July 2007;
- > appointing a senior demonstrator to ensure regular communication between the unit coordinator/lecturers and demonstrators;
- > preparing a CD ROM of training resources for demonstrators.

Unit evaluation changes post-developmental activities

The data in Figure 3 below indicates that when the core unit was next evaluated (Semester 2, 2007) the mean for the satisfaction item improved quite markedly.

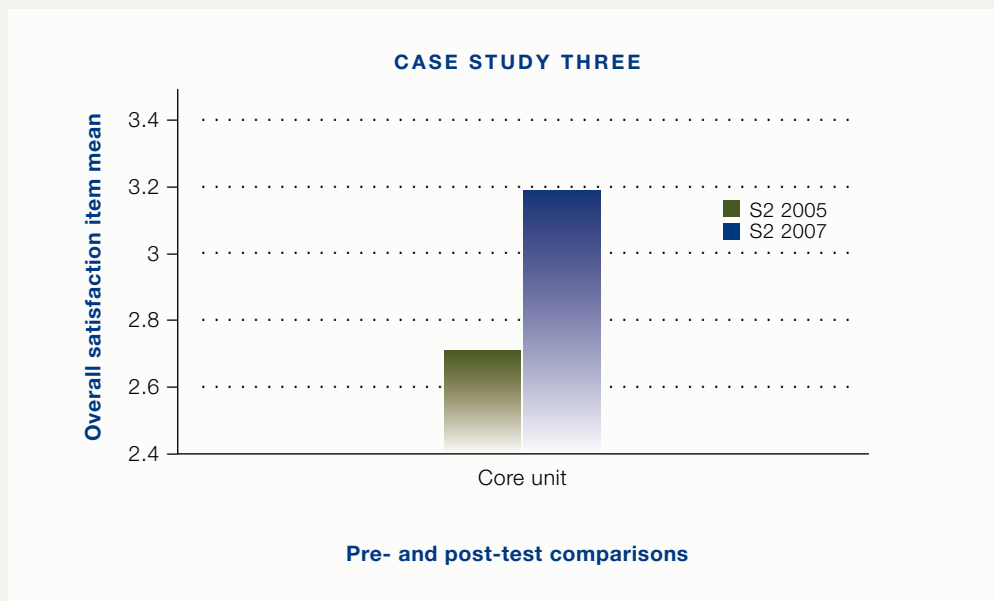


Figure 3 Pre- and post-test comparisons of the satisfaction item for the target unit

Learnings and reflections for the ELF from Case Study Three

Lessons associated with 'relationship building' were:

- > the need for unit leaders (coordinators) to engage with demonstrators, many of whom had arrived in Australia for the first time a few days before teaching started and had little or no idea as to what was expected of them, or what to expect in an Australian university setting;
- > the value of developing strategies to connect lecturers with demonstrators to foster teamwork and the achievement of common goals.

Lessons associated with 'academic excellence' were:

- > the observation that in the first instance demonstrators, in particular those who were inexperienced, were generally seeking 'teaching tips' rather than a deep understanding of the context of learning and teaching, or the reasons for employing particular teaching strategies;
- > the observation that demonstrators currently concentrate on providing the solution to tutorial problems, rather than helping students to understand the techniques for solving problems.

Lessons associated with 'management systems' were:

- > the need to provide induction programs and professional development that include all members of the student/teacher interface so that they can contribute to the achievement of teaching excellence;
- > the need for the faculty to allocate adequate resources to support training and induction programs for demonstrators (including payment for training).

Lessons from the initial trial associated with 'policy and planning' were:

- > the need to provide demonstrators with job descriptions and training manuals;
- > the need to recognise that currently the roles expected of demonstrators differ markedly among departments within the faculty and that training resources needed to be flexible to cater for this variation.

Lessons associated with 'quality' were:

- > the need to recruit appropriately qualified demonstrators;
- > the need to monitor and support new demonstrators.

The lesson associated with 'communication' was:

- > the need to address the communication skill level of many of the demonstrators, particularly their level of spoken English.

Case Study Four⁵

In early 2007 three main units of a recently redesigned high enrolment, vocational degree program were identified for improvement, on the basis that they had scored less than 3.5 on the general satisfaction item in the Monash student unit evaluation survey two semesters in a row. The department had taken the following steps to modify the curriculum and assessment:

- > two additional formative assessments were required of the students, allowing students opportunity to practice and to receive feedback prior to taking the mid-semester test and final exam.
- > a student support program of workshops entitled the Academic Development and Enhancement Program for Tertiary Study (ADEPT) was instituted covering: how to take notes during class, how to improve reading speed, how to prepare for mid-semester test and final exam, how to answer test and exam-style questions;
- > a new prescribed text was chosen as the lecturers anticipated this resource was easier to follow.

However, it was decided to seek further assistance from the Centre for the Advancement of Learning and Teaching (CALT) and the Centre for Higher Education Quality (CHEQ). A response team was established and two of the three units were identified for further intervention. These units were related, one being taught at second year in the undergraduate program and the other in the post-graduate program.

Interventions

The CALT team worked with the unit evaluation data from these two units to identify the items for further intervention activities. These included:

- > an analysis of unit resources using the constructive alignment framework of Biggs⁶ (1999, 2003);
- > assessment and approaches to feedback;
- > classroom teaching observations of tutors and lecturers in both units;
- > an online focus group was conducted via MUSO to collect additional qualitative information on assessment and tutorial structure.

In addition, the team made the following recommendations to guide further improvement in 2008. These included:

- > aligning learning outcomes for tutorials with learning outcomes for lectures;
- > providing tutors with samples of good practice to ensure standardised delivery across tutorial sessions;

5 This summary was drawn from a paper by K Gilbert & L Bennett on this case study in 2008; and another report prepared by K Gilbert & C Spratt, in December 2007 for the Centre for the Advancement of Learning and Teaching, Monash University.

6 Biggs, 1999, 2003, op. cit.

- > considering allocation of marks for the new formative assessments and for tutorial participation;
- > assigning assessment problems to groups of students and providing tutorial class time for reporting back;
- > using tutorials as opportunities for instant feedback and discussion around set problems;
- > linking the substantial theory-based content to practical work-related examples.

Unit evaluation changes post-developmental activities

The data in Figure 4 below indicates that when the units were next evaluated (Semester 2, 2007) the mean for the satisfaction item in one unit showed little improvement but the other unit improved quite substantially.

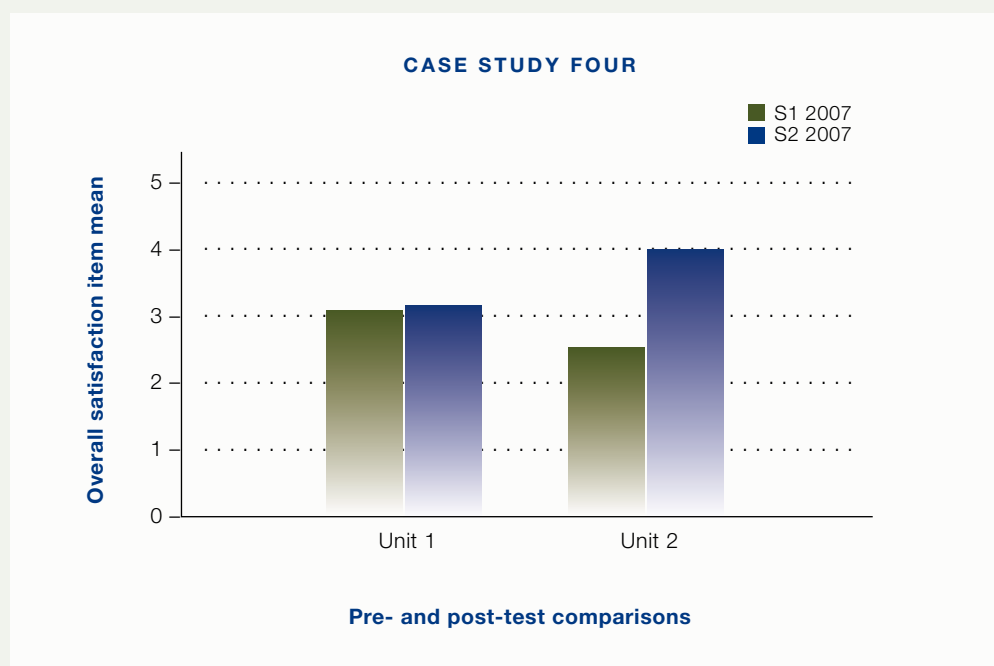


Figure 4 Pre- and post-test comparisons of the satisfaction item for the two target units

Learnings and reflections for the ELF from Case Study Four

The lesson associated with 'relationship building' was:

- > the value of staff teaching the same unit sharing strategies and working collaboratively.

Lessons associated with 'academic excellence' were:

- > the importance of linking the learning objectives in tutorials to lecture topics;
- > the benefit of providing innovative assessment strategies;

- > the need to provide opportunities for group work and problem-based learning;
- > the need to foster student participation in tutorials to address lack of motivation.

The lesson associated with 'management systems' was:

- > the need for improvement processes to be led and supported by executive level academics as well as senior administrative staff.

The lesson from the initial trial associated with 'policy and planning' was:

- > the importance of providing tutors with guidelines and appropriate training.

The lesson associated with 'quality' was:

- > the importance of establishing an ongoing process of continuous improvement and monitoring to pick up any changing factors requiring attention.

Lessons associated with 'communication' were:

- > the value of providing feedback to students on formative assessment;
- > the need to provide feedback to students and to educate them on how to 'listen' for and get feedback from multiple sources;
- > the importance of providing opportunity for students to practise presentation skills;
- > the importance of staff being able to communicate in clear, well spoken English.

Case Study Five⁷

Findings from the Monash University review document *Still learning: The report of our self-review* (2002), data from Monash Experience Questionnaires (MEQ 2003) and (MEQ 2005) and student unit evaluation data, highlighted two emerging communication issues across the university⁸. Students from a range of faculties and campuses reported difficulty understanding the spoken English of some academic staff and, secondly, a growing concern was reflected in student feedback about poor intercultural communication between staff and students. In response, the Centre for the Advancement of Learning and Teaching (CALT) was asked in 2007 to undertake a strategic pilot project to improve the situation. The team overseeing the project, which became known as CLEAR (Communication and Language Enhancement for

⁷ This summary was drawn from a paper and brochure prepared by A Taib and O Kalashnik in 2007 and an interview with A Taib, CALT, in 2008.

⁸ Monash University monitors student attitudes and perceptions on their studies by using a number of survey questionnaires. Some of these include the nation-wide Course Experience Questionnaire (CEQ) which is administered to graduates, the Monash Experience Questionnaire (MEQ) and the Monash Support Experience Questionnaire (MSEQ) which is administered to current students in alternate years, and unit evaluation surveys which are administered each semester.

Academics and Researchers) initially focused on investigating the issues, reviewing and mapping current research and peer practice, consulting with faculty staff, developing strategies and resources for improvement, and piloting and evaluating workshop and development activities.

In 2008, a site selected for testing and intervention was a school at one of Monash's off-shore campuses. Customised resources and training strategies were developed by the CALT team in consultation with the CLEAR Reference Group. The team also drew on off-shore expertise, including input from a recent Vice-Chancellor's Teaching Excellence award-winner who was renowned for his skills in cross-cultural teaching, and two other lecturers with expertise in delivering courses to diverse student cohorts.

Interventions

To address the identified issues, the team:

- > conducted preliminary information sessions for faculty staff at the off-shore campus providing an overview of the goals of the CLEAR project and the types of diversity issues emerging more broadly at Monash;
- > conducted focus groups for faculty staff and other interested university staff, to learn more about the local perspective;
- > conducted a workshop called 'Teaching for Optimum Learning', drawing on the expertise of senior Monash lecturers to:
 - examine effective approaches to teaching diverse student groups in lectures, tutorials and small group situations;
 - discuss effective presentation and delivery skills;
 - facilitate discussion on group work, running effective simulations, and engaging the interest of students;
- > used a specially-created video entitled 'Models and Mentors' as a resource in the workshop 'Teaching for Optimum Learning';
- > conducted a second workshop called 'Developing and Fostering Intercultural Communicative Competence in Teaching and Learning', using simulation activities and discipline-specific problem-solving exercises.

Changes post-developmental activities

The availability of student evaluation data to measure the impact of CLEAR intervention activities will not be available until the second half of 2008. However, the case study did provide some useful observations and insight for the ELF. These are outlined below.

Learnings and reflections for the ELF from Case Study Five

Lessons associated with 'relationship building' were:

- > the value of the CLEAR Reference Group input linking CALT staff to a network of advisors;
- > the importance of involving the Vice-Chancellor's 'Excellence in Teaching' award winner and other expert teachers in the creation of a video resource;
- > the benefit of drawing on established contacts within the campus to provide operational and hierarchical influence;
- > the value of gaining 'buy-in' by conducting the information session about the purpose of the intervention and focus groups to ascertain local knowledge and perspectives.

Lessons associated with 'academic excellence' were:

- > the benefit of involving an 'Excellence in Teaching' award-winner in the creation of a video that has resulted in academic advocates assisting the extension of the program to other faculties;
- > the value of informing the workshop activities with a local academic paper which identified student perceptions on good facilitation techniques.

The lesson associated with 'management systems' was:

- > the benefit of the intervention team's attendance at a conference on cutting edge techniques in problem-based learning, which is a preferred method for learning within the faculty. This stressed the importance of academic professional development for staff.

The lesson associated with 'policy and planning' was:

- > situating the program within the university mission of internationalisation to garner its support and engagement.

Lessons associated with 'quality' were:

- > the importance of gathering information from the participants and involving them in the planning ensured that the program delivered off-shore was highly relevant and legitimised in the eyes of the participants;
- > that excellent relationships opened up the opportunity to improve the workshop resource materials (the 'Models and Mentors' video) in future by inserting new material on demonstrations of actual lecture/tutorials.

Lessons associated with 'communication' were:

- > the value of teleconferencing with off-shore campus leaders prior to the visit;
- > the benefit of producing a brochure to disseminate the intent of the program and workshops.

Appendix 10 Leading Excellence Phase 3: consultations

Key aspects of the feedback obtained through an extensive consultation process undertaken during November and December 2007 are summarised below. The main purposes of the consultations were to:

- > present the outcomes of the Engaging Leadership Framework (ELF–v.1) Phases 3–4 activities, particularly the preliminary draft of the visual model (ELF–v.5), which is at the core of this project;
- > obtain a mix of external and internal feedback from a range of significant players in learning and teaching in higher education who, in the main, had not been directly involved in the development work undertaken in the earlier phases of the project;
- > seek guidance and counsel on the perceived usefulness and application of the ELF;
- > reflect on the overall framework and elicit recommendations for enhancement from the participants.

Approach to consultations

We were aware that other ALTC projects (e.g. ANU and UWS–ACER projects) had employed feedback and evaluation methodologies which involved group activities, and while these sessions provided opportunities for cross-discussion and synergy, we decided to employ a methodology where we met with individuals, one-on-one. This allowed us to explore in-depth the thoughts and views of the key informants in a more relaxed and non-judgmental way. We wanted to create the feeling that we valued their opinions and that we were there to listen to what they had to say. Therefore we wanted to give them plenty of opportunity to express their views without being ‘cut-off’ by other participants.

We allowed an hour-and-a-half to two hours for each appointment and provided briefing notes, including the then-latest version of the visual model of the framework to each participant prior to the appointment. (ELF–v.5, Appendix 6). When the meeting was held in our rooms we ensured that light refreshments were available and we used the data projector to display materials where possible. An overview of the briefing material provided to each participant prior to the session is outlined in the table below.

The purpose of the Leadership Project is to identify the type of leadership, relationships, policies, systems, strategies, procedures, resources and communication which need to be put in place, to assist faculties to make improvements to their learning and teaching programs. The project is centred on the development of a leadership framework which

will provide both structure and tool for institution-wide change. In the first instance the objective is to improve student satisfaction with the quality of units (subjects).

The framework, referred to as the Engaging Leadership Framework (ELF) is an organic framework that is being developed, refined and improved over the life of the Leading Excellence project. As part of the planned evaluation activities outlined in Phase 3, a series of feedback sessions are being held during November to December 2007. The sessions are designed to promote awareness of the ELF and seek your feedback on the following aspects of the ELF:

- > visual format/ presentation;
- > usefulness and usability;
- > effectiveness;
- > future application/ and or development;
- > acceptance of the framework by different levels of leaders.

Participants

An important component of the initial Emerging Leadership Framework (ELF–v.1), which was presented in the original project proposal, was the recognition of the importance of different levels and perspectives of leadership. In the project proposal these levels were identified as ‘operational’, ‘institutional’ and ‘external’. Therefore when planning the feedback sessions we were keen to involve participants from all of these perspectives. We started with the external consultants because we wanted to obtain a one-step-removed, ‘helicopter view’ of the framework as it stood, before we consulted with Monash staff. We selected a range of staff from across the university who had responsibilities for leading learning and teaching. The following table provides details of the roles of the participants.

Description of learning and teaching role	Number in category
External consultants with expertise in the field of higher education	4
PVC	1
Director of Quality	1
Associate Director DVC	1
Associate Dean (Teaching)	7
Faculty Manager	1
Senior Lecturer	1
Manager Academic Services and Quality	1
Administrative Officer (Handbook)	1

Summary of findings

The overall response to the ELF was positive. Participants viewed the framework as having solid theoretical underpinnings and a strong conceptual basis in terms of the principles

and processes it articulated for leadership in learning and teaching. The framework was considered useful because it acknowledged and addressed learning and teaching problems from multiple perspectives and in a holistic manner.

Participants supported the need for greater communication and cooperation, cultural change, integration of management systems and professional development proposed under the framework. In addition the ELF was viewed as having a useful application as a management or planning tool for Higher Education leadership in learning and teaching.

The visual depiction of the framework was viewed as being too busy, repetitive and overwhelming. Many participants highlighted that the ELF as a stand-alone visual carried little meaning without the accompanying matrix of activities. It was also found that the ELF required further development to be effectively used at different levels to solve practical learning and teaching problems.

In response, the visual presentation of the ELF will be referred to a professional graphic designer for the development of an improved design which better captures the intent of the framework.

In terms of future development of the ELF it was suggested that we could include a computer diagnostic or website containing detailed activities/priorities to solve particular learning and teaching problems. A bank of knowledge identifying professional support, priority actions and case studies for using the ELF was also suggested.

The view that the ELF could be supported with professional learning opportunities or form part of an integrated induction package for new staff was seen as important.

Further testing of the ELF and development of the matrix will form the next part of the project and be used to inform future dissemination/development/rollout and application of the ELF.

Detailed findings

Perceived usefulness of the ELF

- > Provides a quality structure with layers and components necessary for engaging leadership at different levels and creating or performing inclusive policies/ procedures/ processes.
- > A system-wide planning or management tool which will encourage the kind of holistic thinking required in the current HE environment.
- > Provides a tactical application at the coalface as well as the helicopter or strategic view.
- > Promotes institution-wide cultural change and institutionalised leadership for learning and teaching.
- > Facilitates engagement/communication between different levels and academic/general staff.
- > Application to assist in course reviews, classroom planning, unit (subject) improvement.
- > Emphasises importance of integration, curriculum development and most importantly the need for renewal and review.

Suggestions for improvement

Visual presentation

- > The ELF needs to be less busy, repetitive and overwhelming.
- > Use colour to break the framework into segments or separate out the rings/layers or segments; annotate segments or layers.
- > Ensure scholarship, engagement and infrastructure remain central (core concepts which make the framework unique to the higher education sector).
- > Do not lose flow of information e.g. outward from plan to enabler to activities/matrix.
- > Consider developing an interactive (digital) visual model **and/or** show the development visually e.g. the 'quality cycle' plus scholarship, engagement and management = the ELF.

Application/usability

- > The principles and processes (conceptual basis) of the ELF is strong but the model itself needs to be developed further so it can be actively used and supported throughout the University
- > The ELF should provide more systematic or targeted application at different levels e.g. staff across Monash can pick it up and identify areas for action to improve units or enhance their role in managing leadership in learning and teaching.
- > It should be simple, practical and useful for actors such as Unit Leaders when planning courses or conducting course reviews
- > The ELF should be accompanied by short stories or case studies to give it more meaning.
- > The ELF could be developed into a website or simple computer diagnostic where hyperlinks can take actors to relevant sections/identify core activities to plan for and address specific learning and teaching problems or identify essential professional development/learning support.
- > The ELF should be supported by professional development opportunities or form part of an induction or leadership training package – develop into a kit and integrate with other leadership work at Monash.
- > Disseminate ELF package/kit to lead cultural change in supporting learning and teaching at Monash and across the higher education sector.
- > CALT staff introduce ELF when working with faculties to improve unit evaluation performance.
- > Convene a community of practice around learning and teaching at multiple levels – participants to talk about obstacles and barriers and shed light on wider systems based on the ELF.
- > Consider an ADT induction program similar to the University HoS training programs to embed the ELF.

Further testing of the ELF

- > Collect short stories on learning and teaching problems and plot into the matrix – use the stories to support further development of ELF.
- > Provide semi-fictional case study to group (comprising multiple actors/levels across the University including deans, HODs, VC, lecturers, managers) and ask them to address the problem – introduce ELF as way of working through the case study problem.

- > Suggestions for test case studies where the ELF could be useful included – mapping cradle-to-grave teacher experience, course planning, unit improvement, teaching large units, promoting sustainability in learning and teaching, course planning.
- > Focus testing on concrete issue of Unit Evaluation.
- > Explore other forums for discussion such as the Learning and Teaching Quality Committee (LTQC).

Leadership for Learning and Teaching in Higher Education: general comments

- > Leadership for learning and teaching requires cultural change at all levels but in particular, amongst individual academics, to balance research and teaching (cultural awareness already developing at higher levels about the importance of learning and teaching).
- > The ELF is required to promote dialogue and break down silos in higher education between upper and middle management, academic and general staff – individual lecturers/sessional staff not integrated into workplace – policies, systems and processes (examples include poor notification to teachers/students of room changes, resources etc.)
- > There is a tradition in higher education of people stepping up to management positions without prior experience; direct lines of management accountability are absent e.g. resource/power lies with deans and HODs, not ADTs.
- > Teaching and evaluation scores should be linked to the performance development system to create openness and accountability around teaching – staff report on changes to supervisors – action taken e.g. professional support – important to celebrate performance and act on weaknesses.
- > It is important to embed responses/action plans for unit evaluation into faculty policies and procedures.
- > Further development of professional learning is integral to improving learning and teaching is required, e.g. Graduate Certificate in Higher Education, induction programs, mentoring.
- > The University is better placed to address Management and Scholarship dimensions of ELF but further work is needed to improve Engagement, including communication and relationship building (in professional support).
- > There is greater potential for sharing experiences not only between coordinators of individual units within departments but across departments and faculties. For example, Education could share experiences in research-led teaching with other faculties.

Appendix 11 One-page overview of the *Leading Excellence* project



June 2008

The Engaging Leadership Framework Project (ELF)

University leaders need to demonstrate outstanding levels of scholarship. However, leadership also entails excellence in engagement and management in order to provide students with a quality educational experience.

This is one of the main messages emerging from an ALTC funded project on leadership in learning and teaching being undertaken at Monash University.

Leading Excellence Project

The *Leading Excellence* (Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle) project has involved the development and testing of an 'Engaging Leadership Framework'. This framework is primarily driven by evidence-based planning and decision making, as part of a quality assurance and improvement process.

The Engaging Leadership Framework brings together a vision – the 'trilogy of excellence' (excellence in scholarship, engagement and management); a process – the incorporation of a quality cycle; and participants – acknowledging diverse leadership perspectives, inputs and roles.

The project leader, Dr Lorraine Bennett, said: 'Universities are under increasing levels of scrutiny from government, business and public sectors, especially as costs and fees escalate. Today, more so than ever, there is a clear requirement for universities to demonstrate that they are providing high quality, relevant and efficient programs.'

'The purpose of the Engaging Leadership Framework,' she said, 'is to promote institution-wide change by assisting leaders who are responsible for overseeing, evaluating and implementing quality improvement strategies. The framework provides both a conceptual structure and systematic process to guide their actions.'

Universities across the nation, indeed globally, are beginning to routinely collect feedback from students on their levels of satisfaction. They also track academic progress in terms of grades, retention rates and grievance records. However, systematic interrogation and acting upon this data to bring about improvement is often lacking.

'This was one of the key factors which inspired this project,' said Dr Bennett. 'The challenge was to see if we could come up with a leadership framework and tools to assist those charged with responsibility for leading improvement. At the same time we wanted to better understand who these leaders are and how they engage with the organisation.'

The Framework

The Engaging Leadership Framework has evolved over a period of two years as a result of extensive internal and external consultation and development. The initial concept for the framework emerged from leadership work undertaken by the Faculty of Education, Monash University, during 2002–2006.

The framework specifies pursuit of excellence in three core areas: *scholarship*, *engagement* and *management*.

Scholarship involves the pursuit of academic excellence and encompasses the values and standards of the institution.

Engagement recognises the importance of relationship building and communication for effective leadership.

Management is concerned with facilitating effective leadership of learning and teaching by ensuring appropriate systems, policies, procedures and infrastructure are in place to support quality outcomes.

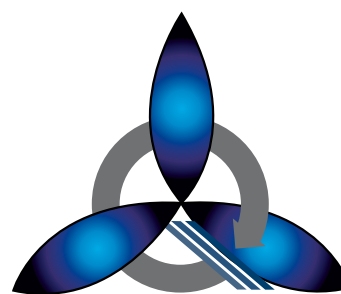
The strength of the Engaging Leadership Framework is the interrelatedness of the three areas of excellence, their location both within and beyond the quality cycle, and the potential for diverse leadership perspectives and inputs (operational, institutional and external).

The development of the Engaging Leadership Framework has been informed by a broad literature review, application in case study contexts (focusing on unit improvement), and extensive consultation with learning and teaching leaders both within and external to Monash University.

Future Directions

The key challenge in the short term is identification of practical strategies for embedding the framework into existing professional development leadership programs and day-to-day operations of the university.

While the Engaging Leadership Framework has thus far been applied to leading improvement in units, there are opportunities for wider application. Because it provides a holistic, strategic and practical approach, the framework has the potential and capacity to help reshape the way we conceptualise leadership – not only in learning and teaching but across the higher education sector.



Copyright 2008

Contact

For further information and enquires about the leadership project: 'Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle: Leading excellence' Email: lorraine.bennett@calt.monash.edu.au

Support for this project has been provided by ALTC, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this presentation do not necessarily reflect the views of ALTC.

Appendix 13 Matrix for tracking observations and activities of ELF-v.1

 MONASH University The Centre for the Advancement of Learning and Teaching LEADERSHIP FOR IMPLEMENTING IMPROVEMENTS IN THE LEARNING AND TEACHING QUALITY CYCLE¹ PROPOSED QUALITY LEADERSHIP FRAMEWORK Trial of the Proposed Quality Leadership Framework²						
OPERATIONAL LEVEL LEADERSHIP May encompass Deans and Faculty Managers but more likely ADTS, HOSs, HODs, Program Leaders, Course Coordinators, Unit Leaders, service delivery Managers/ Coordinators						
Quality Cycle	Relationship Building	Planning and Policy	Quality and Values	Academic Excellence	Management Systems	Communication
PLAN						
ACT						
EVALUATE						
IMPROVE						
INSTITUTIONAL LEVEL LEADERSHIP Encompasses Council members, VC, VCG, Deans, Faculty Managers, Directors of central units						
Quality Cycle	Relationship Building	Planning and Policy	Quality and Values	Academic Excellence	Management Systems	Communication
PLAN						
ACT						

EVALUATE										
IMPROVE										
HIGHER EDUCATION SECTOR/COMMUNITY LEADERSHIP LEVEL										
Encompasses Council members, VC, VCG, Deans, Faculty Managers, Directors of central units but will also be staff within faculties and central units										
Quality Cycle	Relationship Building	Planning and Policy	Quality and Values	Academic Excellence	Management Systems	Communication				
PLAN										
ACT										
EVALUATE										
IMPROVE										

- 1 Support for this project has been provided by The Carrick Institute for Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Science and Training.
The views expressed in this presentation do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education.
- 2 Newton Bennett (2007) Quality Leadership Framework (QLF) based on Emerging Leadership Framework (ELF) Newton 2006 and Monash University Quality Cycle 2001.

Appendix 14 Engaging Leadership Framework ELF-v.6 matrix



ENGAGING LEADERSHIP FRAMEWORK MATRIX

The Matrix template is one way of tracking application of the Engaging Leadership Framework for unit improvement. Alternatives might include checklists, mind maps or flowcharts. This methodology starts with unit evaluation data enabling evidence-based decision making. The matrix can provide a fresh approach to leading improvement or supplement existing improvement processes.

	SCHOLARSHIP	ENGAGEMENT	MANAGEMENT
QUALITY PHASE	The scholarship dimension of leadership covers aspects related to: + quality & values + academic excellence	The engagement dimension of leadership covers aspects related to: + relationship building + communication	The management dimension of leadership covers aspects related to: + policy & procedures + systems & infrastructure
Evaluate			
Improve Change Agenda			
Plan What do we need to do to improve unit?	Operational level - from the perspective of those coordinating & delivering the course (micro level)		
	Institutional level - from the perspective of those with oversight of department, faculty & university learning & teaching programs (macro level)		
Act What activities are going to be implemented?	External level - from the perspective of those external to the organisation e.g. government, employers, community groups (global level)		
Monitor Review & Evaluation			

GUIDELINES FOR USE

STEP 1 Identify underperforming units. (Determine baseline e.g. bottom 10% - an overall general satisfaction question provides a useful reference point).

Once target units are identified:

- + examine selected unit data by comparing means for university-wide items and note areas below university mean;
- + look at faculty-wide items for further insight into areas requiring improvement;
- + scan comments from open-ended questions for trends;
- + investigate previous semester data for performance history;
- + check how other units in the course are tracking;
- + examine student profile and range of entry pathways;
- + review the Unit Guide and any other learning materials;
- + talk to lecturer(s) and tutor(s) about particular challenges in teaching the unit;
- + review survey response rate (a low response rate should not be rejected immediately but considered in light of other data).

STEP 2 Use the Review and Evaluation Matrix to plot the major areas of concern identified from the initial examination of the data. It may be useful to note areas which are above the mean.

STEP 3 Based on the data from the evaluation phase use the Improvement Matrix to nominate areas for improvement - this process will help set the change agenda. Extensive dialogue among work colleagues may be required as staff grapple with, not only the data, but contextual, structural and political issues.

STEP 4 Use the Plan Matrix to plan the improvements for implementation. Consideration will need to be given to the desired level of performance (targets), the strategies, resources and allocation of responsibilities. Prioritisation will be required to focus on what can be most effectively changed within a short time frame. Staff are encouraged to view the improvement phase and consider leadership from different perspectives - operational, institutional and external.

Clue to Planning

Experience with this model suggests that the general level of satisfaction in a unit improves dramatically when learning objectives are clear and aligned with well crafted assessment tasks and when opportunities for staff-student engagement and feedback are increased.

STEP 5 Use the Act Matrix to describe the actions to be undertaken.

STEP 6 Use the Review and Evaluation Matrix to monitor the impact of implemented activities against the targets and report on any change.

STEP 7 Drawing on the data from next semester; repeat process.

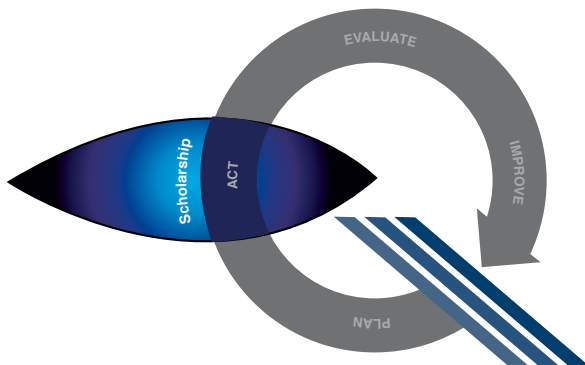
Copyright 2008: The Engaging Leadership Framework has evolved as a result of the consultancy and development work overseen by Dr Lorraine Bennett, the Deputy Director of the Centre for the Advancement of Learning and Teaching at Monash University. This model was initially informed by the Emerging Leadership Framework (ELF) developed by Ms Sarah Newton, Development Manager in the Faculty of Education at Monash during 2002-2006. It also incorporates the Quality Cycle introduced by Professor Graham Webb (PVCQ) of the Centre for Higher Education Quality in 2000.

Support for this project has been provided by The Carrick Institute of Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Science and Training. The views expressed in this presentation do not necessarily reflect the views of The Carrick Institute of Learning and Teaching in Higher Education.



 MONASH University
The Centre for the Advancement of Learning and Teaching

Segment 2: What needs to change?



Copyright 2008. The Engaging Leadership Framework evolved as a result of the 'Leading Excellence' project at Monash University led by Dr Lorraine Bennett, Acting Director of the Centre for the Advancement of Learning and Teaching at Monash University. The Framework is informed by earlier work undertaken by Ms Sarah Newton and Professor Graham Webb at Monash University. Ms Narelle Pittard designed the graphic representation of the Engaging Leadership Framework.

The 'Leading Excellence' project was funded by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this report do not necessarily reflect the views of the Australian Learning and Teaching Council.

Appendix 16 Bibliography

- Ancona, D, 'Leadership in an age of uncertainty', *Research Brief*, MIT Leadership Center, 2005; quoted in P Johnson, *A review of the literature concerning leadership for quality improvement of learning and teaching in higher education*, 2006, <<http://mitleadership.mit.edu/pdf/LeadershipinanAge>>.
- Anderson, G, 'Assuring quality/resisting quality assurance: academics responses to 'quality' in some Australian universities', *Quality in Higher Education*, vol. 12, no. 2, 2006, pp. 161–173.
- Armstrong, G & P Kotler, *Marketing: an introduction*, 8th edn, Prentice Hall, Upper Saddle River, NJ, 2007.
- Australian Bureau of Statistics (ABS), *Australian social trends, 2007, international students*, viewed April 9, 2008, <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/E0FE4ACEF9C8A65ACA25732C00207596?opendocument>>.
- Australian Council for Educational Research (ACER), *Higher education update*, edition 1, 2007.
- Australian Learning and Teaching Council, *Carrick Institute Leadership for Excellence in Learning and Teaching Program guidelines and supporting information*, 2008 Version 1.1, 22 January 2008, viewed June 6, 2008, <http://carrickinstitute.edu.au/...leadership_guidelines_jan08.pdf>.
- Australian Learning and Teaching Council (ALTC), *What's happening in Leadership?*, December 1 2007, viewed June 7, 2008, <http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/dbi_report_2007.pdf>.
- Avdjieva, M & M Wilson, 'Exploring the development of quality in higher education', *Managing Service Quality*, vol. 12, no. 6, 2002, pp. 372–383.
- Baldwin, G, *The teaching research nexus*, The University of Melbourne CSHE, 2005, viewed April 9, 2008, <http://www.cshe.unimelb.edu.au/pdfs/TR_Nexus.pdf>.
- Baldwin, G & R James, 'The market in Australian higher education and the concept of student as informed consumer', *Journal of Higher Education Policy and Management*, vol. 22, no. 2, 2000.
- Ballard, B & J Clanchy, *Teaching international students*, IDP Education Australia, Deakin, ACT, 1997.
- Barnett, R, *Improving higher education: total quality care*, SRHE and Open University Press, Buckingham, UK, 1992.
- Baron, S & K Harris, *Services marketing: text and cases*, 2nd edn, Palgrave Macmillan, Hampshire, 2003.
- Biggs, J, 'Individual differences in study processes and the quality of learning outcomes', *Higher Education*, vol. 8, pp. 381–394, 1979.
- Biggs, J, *Teaching for quality learning at university: what the student does*, 2nd edn, The Society for Research into Higher Education & Open University Press, Berkshire, UK, 2003.
- Biggs, J & P Moore, *The process of learning*, Prentice Hall, Sydney, 1993.
- Boyer, E. L, *Scholarship reconsidered: priorities for the professoriate*, Carnegie Foundation for the Advancement of Teaching, San Francisco, Jossey Bass, 1990.
- The Boyer Commission on Educating Undergraduates in the Research University, *Reinventing undergraduate education: a blueprint for America's research universities*, 1998, viewed May 7, 2008, <<http://naples.cc.sunysb.edu/Pres/boyer.nsf/>>.
- Brew, A, 'Teaching and research: new relationships and their implications for inquiry-based teaching and learning in higher education', *Higher Education Research and Development*, vol. 22, no. 1, 2003, pp. 3–18.
- Brew, A & J Sachs, *Transforming a university: the scholarship of teaching and learning in practice*, Sydney University Press, Sydney, 2007.
- Breakwell, G, 'Leadership in education: the case of vice-chancellors' perspectives', *Policy and Practice in Higher Education*, vol. 10, no. 2, 2005, pp. 52–58.
- Brown, R, 'Can quality assurance survive the market', *Proceedings of the Australian Universities Quality Forum*, 2007, p. 32, viewed April 8, 2008, <<http://www.auqa.edu.au/auqf/2007/proceedings/proceedings.pdf>>.

- Brydon-Miller, M; D Greenwood, & P Maguire, 'Why action Research?', *Action Research*, vol. 1, no. 1, 2003, pp. 9–28.
- Bryman, A, 'Effective Leadership in Higher Education', *Research and Development Series*, The Leadership Foundation for Higher Education, June 2007, viewed April 27, 2008, <<https://www.lfhe.ac.uk/protected/bryman.pdf>>.
- Butt, G, 'Book review: improving schools through teacher leadership', *Educational management administration and leadership*, vol. 34, no. 3, 2006, pp. 435–436.
- Castle, R & D Kelly, 'Internationalisation: a whole-of-institution approach', in R Carmichael (ed), *Proceedings of the Third Australian Universities Quality Forum, AUQA*, Melbourne, 2004, pp. 99–102.
- Challis, D, 'Committing to quality learning through adaptive online assessment', *Assessment and Evaluation in Higher Education*, vol. 30, no. 5, 2005, pp. 519–527.
- Clegg, S & J McAuley, 'Conceptualising middle management in higher education: a multifaceted discourse', *Journal for Higher Education Policy and Management*, vol. 5, no. 2, pp. 138–148.
- Coakley, L & L Randall, 'Orchestrating change at the departmental level: applying the process of adaptive leadership', *Academic Leadership*, Feb 12, 2007, viewed April 7, 2008, <http://www.academicleadership.org/empirical_research/Orchestrating_Change_at_the_Departmental_Level.shtml>.
- Coombe, K & S Clancy, 'Reconceptualising the teaching team in universities: working with sessional staff', *International Journal for Academic Development*, vol. 7, no. 2, 2002, pp. 159–166.
- Cummings, R, 'How should we assess and report student generic attributes?', paper presented at the 7th Annual Teaching and Learning Forum, University of Western Australia, Nedlands, 1998 and quoted in Precision Consulting, Commonwealth of Australia, 2007, *Graduate employability skills*, viewed January 2008, <<http://www.dest.gov.au/NR/rdonlyres/E58EFDBE-BA83-430E-A541-2E91BCB59DF1/20214/GraduateEmployabilitySkillsFINALREPORT1.pdf>>.
- D'Andrea, V & Gosling, D, 'Joining the dots: reconceptualising educational development', *Active Learning in Higher Education*, vol. 2, no. 1, July 2001, pp. 65–80.
- Davies, M & M Devlin, *Interdisciplinary higher education: implications for teaching and learning*, 2007, viewed April 7, 2008, <<http://www.cshe.unimelb.edu.au/pdfs/InterdisciplinaryHEd.pdf>>.
- Deakin University Institute of Teaching and Learning, 'Quality in higher education, quality improvement in higher education', 2008, viewed May 7, 2008, <<http://www.deakin.edu.au/itl/pd/tl-modules/scholarly/setu-ceq/setu-ceq-04.php?feedback=sent>>.
- Department of Employment, Education and Training (DEET) and the Organization for Economic Cooperation and Development (OECD), 'The transition from elite to mass higher education', *Proceedings of the Department of Employment, Education and Training/Organization for Economic Cooperation and Development Conference*, Sydney, Occasional Papers Series, DEET Higher Education Division, Canberra, 1993.
- Davis, C, 'Professional development for leaders of a large teaching team: a dual role', *International Journal for Academic Development*, vol. 3, no. 1, 1998, pp. 12–17.
- Del Favero, M, 'Disciplinary variation in preparation for the academic dean role', *Higher Education Research and Development*, vol. 25, no. 3, 2006, pp. 277–292.
- Drennan, L, 'Quality assessment and the tension between teaching and research', *Quality in Higher Education*, vol. 7, no. 3, November 2001, pp. 167–178.
- Drucker, P, *Management: tasks, responsibilities and practices*, Heinemann, London, 1974.
- Drummond, J & M Themessl-Huber, 'The cyclical process of action research', *Action Research*, vol. 5, no. 4, 2007, pp. 430–448.
- Eddy, P & K Van Der Linden, 'Emerging definitions of leadership in higher education: new visions of leadership or same old "hero" leader?', *Community College Review*, vol. 34, no. 1, 2006, pp. 5–26.
- Entwistle, N & P Ramsden, *Understanding student learning*, Croom Helm, London, 1983.
- Evans, L, 'Delving deeper into morale: job satisfaction and motivation among education professional: re-examining the leadership dimension', *Educational Management and Administration*, vol. 29, no. 3, 2001, pp. 291–306.
- Field, J, *Lifelong learning and the new educational order*, Trentham Books, Stoke-on-Trent, 2006.
- Garratt, B, *Learning to lead: developing your organisation and yourself*, HarperCollins Publishers, London, 1995, p. 31.
- Goleman, D, *Working with emotional intelligence*, Bloomsbury Publishing, London, 1998.
- Harvey, L & D Green, 'Defining quality', *Assessment and Evaluation in Higher Education*, vol. 18, no. 1, 1993, pp. 9–34.
- Gordon, G, 'The roles of leadership and ownership in building an effective quality culture', *Quality in Higher Education*, vol. 8, no. 1, 2002, pp. 97–106.

- Greenwood, D, 'Action research: unfilled promises and unmet challenges', *Concepts and Transformation*, vol. 7, no. 2, 2002, pp. 117–139.
- Gronn, P, 'Distributed properties: a new architecture for leadership', *Educational Management and Administration*, vol. 28, no. 3, 2000, pp. 317–338.
- Gronn, P, *Rethinking educational administration: T. B. Greenfield and his critics*, Deakin University, Geelong, 1983.
- Gronn, P, *The making of educational leaders*, Cassell, London, 1999.
- Harris, A, 'Distributed leadership and school improvement: leading or misleading?', *Educational Management Administration and Leadership*, vol. 32, no. 1, 2004, pp. 11–24.
- Havnes, A, 'Examination and learning in an activity-theoretical analysis of the relationship between assessment and educational practice', *Assessment and Evaluation in High Education*, vol. 29, no. 2, 2004, pp. 159–176.
- Higgerson, M, A Teddi & T Joyce, *Effective leadership communication: a guide for department chairs and deans for managing difficult situations and people*, Jossey Bass, San Francisco, 2007.
- Hodgkinson, M & G Brown, 'Enhancing the quality of education: a case study and some emerging principles', *Higher Education*, vol. 45, no. 3, 2003, pp. 337–352.
- Hofstede, G, *Culture's consequences: comparing values, behaviors, institutions and organisations across nations*, 2nd edn, Sage, Thousand Oaks, 2001.
- Holt, D & S Palmer, 'Strategic leadership and its contribution to improvements in teaching and learning in higher education', Occasional paper, Deakin University Institute of Teaching and Learning.
- Hull, D & V Read, 'Simply the best: Workplaces in Australia', *ACIRRT Working Paper*, no. 88, December 2003, University of Sydney, viewed April 21, 2008, http://www.business.vic.gov.au/busvicwr/_assets/main/lib60081/simplythebestworkplacesinaustralia.pdf.
- Jenner, M, 'Leadership is a relationship', *Engage* 8, 2006, p. 8, viewed April 27, 2008, <<https://www.lfhe.ac.uk/publications/engage8.pdf>>.
- Kirkpatrick, D, *The changing landscape of higher education: constructing our future*, 2006, viewed June 2, 2008, <http://www.caudit.edu.au/educaseaustralasia07/authors_papers/Kirkpatrick.pdf>.
- Knight, P, 'Quality Enhancement and Educational Professional Development', *Quality in Higher Education*, vol. 12, no. 1, 2006, pp. 29–40.
- Knight, P & P Trowler, *Departmental leadership in higher education*, SRHE and Open University Press, Buckingham, 2001.
- Kouzes, J & B Posner, *Credibility*, Jossey Bass, San Francisco, 1993.
- Kouzes, J & B Posner, *The Leadership Challenge*, 3rd edn, Jossey Bass, San Francisco, 2002.
- Krause, K, *Understanding and promoting student engagement in university learning communities*, CSHE, 2005, viewed May 11, 2008, <http://www.cshe.unimelb.edu.au/pdfs/Stud_eng.pdf>.
- Laughton, D, 'Why was the QAA approach to teaching quality assessment rejected by academics in UK HE?', *Assessment and Evaluation in Higher Education*, vol. 28, No. 3, 2003, pp. 309–321.
- Levin, M & A Martin, 'The praxis of educating action researchers', *Action Research*, vol. 5, no. 3, 2007, pp. 219–229.
- Lewin, K, 'Action research and minority problems', *Journal of Social Issues*, vol. 2, 1946, pp. 34–46.
- Marginson, S, 'The global positioning of Australian higher education: where to from here?', *The University of Melbourne Faculty of Education, Dean's Lecture series*, 16 October 2007.
- Marginson, S & M Considine, *The enterprise university*, Cambridge University Press, Melbourne, 2000.
- Marshall, S, *Issues in the development of leadership for learning and teaching in higher education*, Occasional Paper for the Carrick Institute for Learning and Teaching in Higher Education, 2006, viewed April 16, 2008, <http://www.carrickinstitute.edu.au/carrick/webdav/users/siteadmin/public/grants_leadership_occasionalpaper_stephenmarshall_nov06.pdf>.
- Martin, E, K Trigwell, K Prosser & P Ramsden, 'Variations in the experience of leadership of teaching in higher education', *Studies in Higher Education*, vol. 28, no. 3, 2003, pp. 247–259.
- Marsh, H, 'Student evaluations of university teaching: research findings, methodological issues, and directions for future research', *International Journal of Educational Research*, vol. 11, no. 3, 1987, pp. 253–388.
- McCaffery, P, *The Higher Education Manager's Handbook: Effective leadership and management in universities and colleges*, Routledge, London, 2004.
- McInnis, C, Powles & J Anwyl, 'Australian academics' perspectives on quality and accountability', *Tertiary Education and Management*, vol. 1, no. 2, 1995, pp. 131–139.
- Middlehurst, R, *Leading Academics*, Society for Research into Higher Education and Open University Press, Buckingham, 1993.

- Monash University, *Academic Plan 2006 – 2010*, viewed June 3, 2008, <<http://www.monash.edu.au/teaching/academic-plan-2007.pdf>>.
- Monash University Centre for Higher Education Quality (CHEQ), *Guide to interpreting unit evaluation and MonQeST reports*, 2008, viewed June 15, 2008, <<http://www.adm.monash.edu.au/cheq/evaluations/unit-evaluations/index.html>>.
- Monash University, *Monash Directions 2025*, February 2005, viewed May 5, 2005, <<http://www.monash.edu.au/about/monash-directions/directions.html>>.
- Monash University, *Excellence and Diversity – Strategic Framework, 2004–2008*, February 2004, viewed May 5, 2008, <<http://www.monash.edu.au/about/monash-directions/excellence.html>>.
- Monash University, *Internationalisation of the Curriculum Policy*, 2003, viewed May 7, 2008, <<http://policy.monash.edu.au/policy-bank/academic/education/management/internationalisation-of-the-curriculum-policy.html>>.
- Monash University, *Leading the way, Monash 2020*, viewed April 9, 2008, <<http://policy.monash.edu.au/policy-bank/academic/education/management/monash-graduate-attributes-policy.html>>.
- Monash University, *Quality at Monash, values and principles*, 2004, viewed April 12, 2008, <<http://www.adm.monash.edu.au/cheq/quality/quality-at-monash-values-principles.html>>.
- Monash University, *Monash University quality audit portfolio*, 2006, viewed June 2, 2008, <<http://www.adm.monash.edu.au/cheq/audit/>>.
- Mulford, B & H Silins, 'Leadership for organisational learning and improved student outcomes – what do we know?', *Cambridge Journal of Education*, vol. 33, no. 2, 2003, p. 178.
- NSSE, *NSSE Annual Report*, 2002, viewed April 12, 2008, <http://nsse.iub.edu/2002_annual_report/html/conceptual_intro.htm>.
- Oliver, R, 'Exploring benchmarks and standards for assuring quality online teaching and learning in higher education', *16th Open and Distance Learning Association of Australia Biennial Forum*, 2003.
- Onsman, H, *Taking control of learning*, ABC Books, Crows Nest, 1991.
- Pascarella, E & P Terenzini, *How college affects students: a third decade of research*, volume 2, Jossey Bass, San Francisco, 2005.
- Precision Consulting, Commonwealth of Australia, 2007, *Graduate employability skills*, viewed February 15, 2008, <<http://www.dest.gov.au/NR/rdonlyres/E58EFDBE-BA83-430E-A541-2E91BCB59DF1/20214/GraduateEmployabilitySkillsFINALREPORT1.pdf>>.
- Prosser, M & K Trigwell, *Understanding learning and teaching: the experience in higher education*, SRHE and Open University Press, Buckingham, UK, 1999.
- Ramsden, P, *Learning to lead in higher education*, Routledge, London, 1998.
- Ramsden, P, *Learning to teach in higher education*, 2nd edn, Routledge Farmer, London, 2003.
- Ramsden, P, 'A performance indicator of teaching quality in higher education: the Course Experience Questionnaire', *Studies in Higher Education*, vol. 16, no. 2, 1991, pp. 129–150.
- Ramsden, P & N Entwistle, 'Effects of academic departments on students' approaches to studying', *British Journal of Educational Psychology*, vol. 51, no. 3, 1981, pp. 368–383.
- P Ramsden & S Marshall, 'Leading leadership development for heads of department', *InPractice*, Issue 12, 2007, viewed April 27, 2008, <<https://www.lfhe.ac.uk/publications/inpractice12.pdf>>.
- Ramsden, P & E Martin, 'Recognition of good university teaching: policies from an Australian study', *Studies in Higher Education*, vol. 21, no. 3, 1996, pp. 299–315.
- Ramsden, P, M Prosser, K Trigwell & E Martin, 'University teachers' experiences of academic leadership and their approaches to teaching', *Learning and Instruction*, vol. 1, 2007, pp. 140–155.
- Reason, P & H Bradbury (eds.) *Handbook of action research: participative inquiry and practice*, Sage Publications, London, 2001.
- Richmon, M & D Allison, 'Toward a conceptual framework for leadership inquiry', *Educational Management and Administration*, vol. 31, no. 1, 2003, pp. 31–50.
- Roberts, C, Oakey, D & J Hanstock, 'Developing a supportive environment for teaching and learning: a case study in a pre-1992 UK university', *Journal of Higher Education Policy and Management*, vol. 29, no. 3, November 2007, pp. 289–302.
- Sarros, J, W Gmelch & G Tanewski, 'The role of department head in Australian universities: tasks and stresses', *Higher Education Research and Development*, vol. 16, no. 3, 1997, pp. 283–292.
- Sarros, J, W Gmelch & G Tanewski, 'The academic dean: a position in need of a compass and clock', *Higher Education Research and Development*, vol. 17, no. 1, 1998, pp. 65–88.

- Savage, W, *Interpersonal and group relations in educational administration*, Scott, Foresman and Company, Glenview, 1968.
- Scott, G, 'Accessing the student voice – using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education', Department of Education, Science and Training, Barton, Australian Capital Territory, 2006, viewed April 27, 2008, <http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm>.
- Scott, G, 'Learning leaders in times of change', *Campus Review*, 2007, (09.04), pp. 8–9.
- Senge, P, *The fifth discipline: the art and practice of the learning organisation*, Doubleday, New York, 1990.
- Seymour, E, 'The US experience of reform in Science, Technology, Engineering, and Mathematics (STEM) undergraduate education', paper presented at *Policies and Practices for Academic Enquiry: an international colloquium*, Marwell, Winchester, 19–21 April, 2007.
- Sheehan, P & G Tegart (eds), *Working for the future: technology and employment in the global knowledge economy*, Victoria University Press, Melbourne, 1998.
- Sheehan, B & P Welch, 'International survey of the academic profession, Australia', paper prepared for the Carnegie Foundation, University of Melbourne, 1994.
- Slaughter, S & L Leslie, *Academic capitalism: politics, policies and the entrepreneurial university*, John Hopkins University Press, Baltimore, 1997.
- Smith, R, 'The role of the university head of department: a survey of two British universities', *Educational Management Administration and Leadership*, vol. 30, no. 3, 2002, pp. 293–312.
- Smyth, K, 'The benefits of students learning about critical evaluation rather than being summatively judged,' *Assessment and Evaluation in Higher Education*, vol. 29, no. 3, 2004, pp. 370–378.
- Southwell, D, D Gannaway, J Orrell, D Chalmers & C Abraham, 'Strategies for effective dissemination of project outcomes', a report for the Carrick Institute for Learning and Teaching in Higher Education, April 29, 2005, viewed June 15, 2008, <http://www.altc.edu.au/carrick/webdav/users/siteadmin/public/dissemination_uqandflinders_strategieseffectivedissemination_2005.pdf>.
- Te Whaiti Nui-a-Toi, 'Tipu Ake: a leadership model for innovative organizations', 2001, viewed May 21, 2008, <http://www.tipuake.org.nz/files/pdf/Tipu_Ake_Model.pdf>.
- The University of Western Australia Centre for the Advancement of Teaching and Learning, *The teaching research nexus*, 2003, viewed April 9, 2008, <<http://www.catl.uwa.edu.au/publications/ITL/1999/2/nexus>>.
- Tierney, W, *Curricular landscapes, democratic vistas: transformative leadership in higher education*, Praeger, New York, 1989.
- Trigwell, K, E Martin, J Benjamin, & M Prosser, 'Scholarship of teaching: a model', *Higher Education Research and Development*, vol. 19, issue 2, 2000, pp. 155–168, viewed April 14, 2008, <<http://www.clt.uts.edu.au/Scholarship/A.Model.html>>.
- Trigwell, K & M Prosser, 'Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes', *Higher Education*, vol. 22, no. 3, 1991, pp. 251–266.
- Trowler, P & T Wareham, 'Re-conceptualising the “teaching–research nexus”', *International Policies and Practices for Academic Enquiry: An International Colloquium* held at Marwell conference centre, Winchester, UK, 19–21 April 2007, viewed May 6, 2008, <http://portal-live.solent.ac.uk/university/rtconference/2007/resources/paul_trowler.pdf>.
- Warner, D, *Schooling for the knowledge era*, Melbourne, ACER Press, Melbourne, 2005.
- Weir, J & A Brew, *Teaching–research nexus benchmarking project: The University of Sydney and Monash University*, September, 2004, viewed May 6, 2008, <<http://www.adm.monash.edu/cheq/about/cheq-docs/council-rep-04/quality-report-council04-att3.html>>.
- Welch, A, 'The end of certainty? The academic profession and the challenge of change source', *Comparative Education Review*, vol. 42, no. 1, Special Issue on the Professoriate, Feb., 1998, pp. 1–14, published by The University of Chicago Press on behalf of the Comparative and International Education Society Stable, viewed April 21, 2008, <<http://www.jstor.org/stable/1188783>>.
- Wolverton, M, R Ackerman, and S Holt, 'Preparing for leadership: what academic department chairs need to know', *Journal of Higher Education Policy and Management*, vol. 27, no. 2, 2005, pp. 227–238.
- Woods, P, 'Democratic leadership: drawing distinctions with distributed leadership', *International Journal of Leadership in Education*, vol. 7, no. 1, 2004, pp. 3–26.
- Yorke, M, 'Developing a quality culture in higher education', *Tertiary Education and Management*, vol. 6, no. 1, 2000, pp. 19–36.

For further information:

Dr Lorraine Bennett
Acting Director
Centre for the Advancement of Learning and Teaching
Monash University
lorraine.bennett@calt.monash.edu.au

