



**\*\*CALL FOR MINI-CASE STUDY PROPOSAL\*\***  
**SCHOLARSHIP OF LEADING**

**INVITATION**

Professor Carol Rolheiser, Director of the Centre for Teaching Support & Innovation (CTSI) and Professor, Curriculum, Teaching and Learning, University of Toronto, Canada

Professor Angela Carbone, Associate Dean Learning Innovation in the Faculty of Science, Engineering and Technology, Swinburne University, Australia

**BACKGROUND**

The *Scholarship of Leading (SoL)* is an Interest Group within the International Society for the Scholarship of Teaching and Learning (ISSOTL). Committed to pursuing scholarly work on the relationships between leading, teaching and learning, this interest group's mission is to create opportunities for dialogue, to promote scholarly research on the topic, and to provide support to ISSoTL members interested in and engaged in leadership.

As co-chairs of SoL since 2017, we surveyed our members regarding their interests in and perceptions of the SoL and presented the findings at our SoL Annual Meeting in Calgary, Canada, 2017. The survey helped illuminate the many ways that SoL is defined, including through formal roles, structures and activities, as well as through other less formalized activities that provide leadership for the improvement of postsecondary education and one's own growth. Based on the survey we further surfaced leadership activities that supported such goals. The information and discussions led to our 2018 SoL Annual Meeting in Bergen, Norway where we examined one model of leadership entitled "The 5-Pillar Model of Educational Leadership" (Fields, J., Kenny, N., Mueller, R., 2019), along with two sample mini-cases of what SoL looks like in practice, through the lens of the 5-Pillar Model. Based on discussion with SoL members and some additional ISSOTL Board members, we are putting out this call for proposals regarding what SoL looks like in practice – in other words, how are you or others you are

working with leading or influencing others? What models of leadership are influencing your work or what models are you generating?

## GOALS

**Project Goals** include:

- advancing ISSOTL's interest in encouraging leadership within ISSOTL more broadly
- compiling cases into a document/resource that will be shared with ISSOTL members and providing concrete examples of leadership in action across contexts, career stages, and that further a range of diverse individual and collective goals.
- sparking ideas and building further connections across ISSOTL as members seek out additional information from authors regarding their mini-case studies
- providing an avenue to support members in reflecting on their "leadership activities" as they prepare teaching dossiers. How can the preparation of a leadership mini-case leadership help with your reflection, documentation, and international sharing of your educational leadership?

## FORMAT

**Mini-Case Studies – Format** should include the following:

- Title
- Author Overview, including: Discipline; Research Areas, Short Biography (50 words max), Current Role (150 words max), Networks (4 max)
- Submission Date
- Purpose/Context (75 words max)
- Case Example of Educational Leadership (125 words max)
- Reflecting on and Applying the 5-Pillar Model" (600 words max) **OR**  
Reflecting on and Applying another Model of Leadership
- Impact (250 words max)
- Related References (4 max)

## TIMELINE

**May 1, 2019:** Mini-Case Submission to [carol.rolheiser@utoronto.ca](mailto:carol.rolheiser@utoronto.ca) OR [acarbhone@swin.edu.au](mailto:acarbhone@swin.edu.au)

Template should be used for your case.

See the following resources to support your submission:

- Mini-case [Template](#)
- Mini-case Example #1 (Rolheiser) - [Institutional Change in a Research-intensive University: Enhancing Teaching and Learning Through a New Cascaded Course Evaluation Framework](#)
- Mini-case Example #2 (Carbone) – [Mentoring for Teaching Improvement](#)
- [5-Pillar Model](#): Jacqueline Fields, Natasha Ann Kenny & Robin Alison Mueller (2019): Conceptualizing educational leadership in an academic development program, *International Journal for Academic Development*, <https://doi.org/10.1080/1360144X.2019.1570211>