Chapter 15
Change Leadership, Management and Strategies to Promote Quality University Teaching and Learning

Lynne Hunt
University of Southern Queensland, Australia

Denise Chalmers
University of Western Australia, Australia

ABSTRACT

This chapter provides an overview of change leadership and management strategies to promote the quality of university teaching and learning. It draws attention to the organisational contexts of universities that encompass change leadership processes, emphasizing the need for whole-of-university approaches and 'joined-up' policies, plans and procedures that support teaching. The discussion is organized in terms of five principles of action (McInnes et al., 2012). These are (1) Shape the strategic vision that puts student learning and student experience at its core; (2) Inspire and enable excellence; (3) Devolve leadership of learning and teaching; (4) Reward, recognize and develop teaching; and (5) Involve students.

INTRODUCTION

Evidence shows that students want, and need, the full support of teachers and university services to maximize their opportunities for learning (Scott 2005). This means that faculties, libraries, administration, and student support and learning technology services must coordinate their work through 'joined-up' policies, plans and procedures. The leadership and management goal is whole-of-university change to 'get the context right' for teaching and learning. To explore how this is done, the chapter is organised around McInnes, Ramsden and Maconachie's (2012) five principles for action by senior university leaders because these sustain a sharp focus on student learning outcomes. Change leadership strategies are conceptualized as push and pull drivers of change. Push factors refer to quality assurance and compli-

ance with teaching and learning standards. These are normally monitored by external authorities. Push factors are based on the management principle that what gets measured gets done. Pull factors include incentives to enhance teaching such as awards, fellowships, grants, and career enhancement strategies such as professional development and promotion based on evidence of teaching excellence.

BACKGROUND

Traditionally, universities have focused attention on the core business of research, leaving faculties and individual teachers to determine teaching practices and programs. However, the massification and globalization of higher education mean that universities must now promote teaching excellence in systematic ways to ensure effective learning experiences for all students. The focus on teaching and learning has been prompted by external and internal pressures. External drivers of change include reduced funding, increasing numbers of students, increased competition from private and public institutions, external quality audits, and developments in communications and information technology that have changed the educational landscape to make online, blended and flexible learning not only viable but necessary (Hunt & Peach, 2009;Scott et al., 2008). Internal pressures for change arise from the strategic vision of each university and locally determined priorities.

University education is now understood by governments to be a significant business opportunity. In Australia, for example, higher education earned a record $17.6 billion in 2014, making it Australia's fourth largest export (The Department of Education and Training, June 2015). Understandably, the income-earning capacity of higher education has focused the attention of governments around the world. They now want to ensure that they are getting a good outcome from their investment in universities. As a consequence, governmental agencies have emerged to assure and promote quality in university education. Over 200 national and regional quality agencies, many established by government charter, attest to the level of interest in ensuring the quality of national higher education systems and, in particular, university teaching quality (The International Network for Quality Assurance Agencies in Higher Education nd). The leadership and management task is to ensure that each university meets the standards for quality teaching.

Internationally, the Organisation for Economic Co-operation and Development (OECD) reports on a range of higher education indicators through their *Education at a Glance* reports, providing opportunities for national benchmarking. International rankings, such as the *QS World University Rankings* and the *Times Higher Education World University*, use metrics to rank individual institutions. Whilst these rankings are contested in regard to the indicators and weightings used, they are important for the prestige they bestow and their role in attracting students and funding. For example, governments in China and Chile will only fund scholarships for their students in universities with high rankings. So far, rankings are based largely on research metrics but attention is now turning to the identification of metrics to inform international ranking tables associated with the quality of teaching and learning. Benchmarking and ranking against standards assures comparability of university qualifications and student learning outcomes and it facilitates the mobility of students and university teachers between institutions and nations. For example, the capacity to promote such mobility was a key driver in the establishment of the European Bologna Process in 1999.

Governments 'push' universities to enhance teaching through requirements to comply with quality standards. Examples of quality agencies established to do this include the Malaysian Qualification

Related Content

An E-Portfolio System for Cultivating in Students the Ability to Perform Educational Technology Research: For Quality Assurance of Master's Course Students' Problem-Solving Abilities
Toshiki Matsuda (2017). *Handbook of Research on Technology-Centric Strategies for Higher Education Administration (pp. 318-338).*
www.irma-international.org/chapter/an-e-portfolio-system-for-cultivating-in-students-the-ability-to-perform-educational-technology-research/182635

The Dark Side of Leadership
Bhawna Gaur (2023). *Global Leadership Perspectives on Industry, Society, and Government in an Era of Uncertainty (pp. 176-201).*
www.irma-international.org/chapter/the-dark-side-of-leadership/324681

Corporate Leadership and Corporate Culture in Start-Up Companies
Dimitrios Beliasand Ioannis Rossidis (2021). *Corporate Leadership and Its Role in Shaping Organizational Culture and Performance (pp. 37-56).*
www.irma-international.org/chapter/corporate-leadership-and-corporate-culture-in-start-up-companies/260838

Effective Leadership and Management in Universities through Quality Management Models
Nwachukwu Prince Ololube, Comfort N. Agborand Chinyere Onyemaechi Agabi (2021). *Research Anthology on Preparing School Administrators to Lead Quality Education Programs (pp. 1437-1458).*
www.irma-international.org/chapter/effective-leadership-and-management-in-universities-through-quality-management-models/260479

Organizing Digital Production in a Classic Higher Education Institution: The Case of the University of Salamanca
Fernando Almaraz-Menéndezand Alexander Maz-Machado (2017). *Handbook of Research on Administration, Policy, and Leadership in Higher Education (pp. 157-172).*
www.irma-international.org/chapter/organizing-digital-production-in-a-classic-higher-education-institution/167374