



TQF Domain 6

Drive practices that transform, improve and sustain a culture of teaching and educational quality

Scaling up a strategic education project across the university (Leader)

1. The Context

Omar is a passionate and pragmatic about improving learning and teaching. As an experienced School leader, he is concerned with students' declining response rates to feedback surveys post COVID - a trend across the university. Omar recognises that low response rates limit the usefulness of student feedback for both teaching improvement and institutional decision-making, and that the issue reflects broader questions about student trust, feedback culture, and the perceived value of feedback processes.

He has managed to convince the Chair of Academic Senate to sponsor a year-long project to investigate the issue alongside 3 School Deans and key colleagues in the Education Division who provide project support. Omar leads the project, designing and facilitating a consultation process that draws on perspectives from academic staff, professional staff, and students across the university. He leads the development of a comprehensive report outlining a suite of recommendations aimed at changing how student feedback is positioned, communicated, and acted upon within the institution. The report is formally endorsed by the Education Committee, then Academic Senate, signalling institutional commitment to the proposed changes.

Following this endorsement, Omar is asked to establish and chair a new task force to oversee the implementation of the recommendations in the following year. This role positions him to influence institutional practices, support Schools in enacting change, and contribute to a broader shift in student feedback culture across the university. He is particularly excited about getting student reps on governance committees more actively involved.

2. The Challenge

As the work moves into implementation, Omar is considering what data he should begin collecting to evidence the impact of his leadership on student feedback culture. While he has clear evidence of institutional endorsement and engagement, he is reflecting on how to capture early indicators of change in student participation, staff practice, and perceptions of the value of feedback across the university.

3. The Evidence

Omar uses Brookfield's lenses (1995) to consider what evidence he has and what evidence he should consider collecting during the task force implementation.

Evidence Lens	1. Educator/Self (intention, strategy and materials)	2. Students (co-inquiry, engagement, feedback, outcomes, artefacts, improvement)	3. Peers (co-design, feedback, observation, review, recognition, adoption)	4. Scholarship (research-informed, engage in research, outputs, practice sharing)
What Omar already has	<ul style="list-style-type: none"> • Report and recommendations • Rationale for initiating the project 	<ul style="list-style-type: none"> • Feedback from consultation process • Student partnership 	<ul style="list-style-type: none"> • Co-design of the consultation process • Feedback from Academic Senate on report • Feedback from consultation process 	<ul style="list-style-type: none"> • Scholarship on student surveys • Practice sharing - Academic Senate and other committees
What Omar may need to consider	<ul style="list-style-type: none"> • Plan for task force 	<ul style="list-style-type: none"> • Student responses to SFS for comparison post-implementation. 	<ul style="list-style-type: none"> • Invitation to lead task force • Early feedback from Schools and task force members on the usefulness of the recommendations 	

4. Integrating your Evidence into a Claim

I have exercised institutional leadership to address a systemic decline in student engagement with feedback surveys, an issue with significant implications for teaching quality. Drawing on scholarship on student feedback, attentiveness to survey fatigue, and feedback culture, I initiated and led an Academic Senate-sponsored investigation that engaged three School Deans, four Education Division staff and three student partners across the university. This work culminated in a Senate-endorsed report and suite of recommendations that repositioned student feedback from a compliance-driven mechanism to a core element of teaching and learning.

A defining feature of this work was a clear plan for the task force, including the design of a cross-university, co-constructed consultation process. Student input, gathered through focus groups and surveys with 200+ students, consistently highlighted the importance of taking feedback seriously and engaging in meaningful action as a result. Similarly, 80 educators from all faculties highlighted their concerns by responding to a discussion paper or attending a focus group. By integrating student and educator perspectives into Academic Senate deliberations, I ensured that governance-level decisions were grounded in both scholarly evidence and lived student and educator experiences, directly informing the recommendations of this project.

The institutional influence of this work is evidenced through Academic Senate endorsement and my subsequent appointment to establish and chair a university-wide task force responsible for implementation. Over the last 12 months the task force has engaged with all three faculties, supporting School Deans to translate the recommendations into practice, including re-working the existing student survey. Early feedback from Deans and task force members indicates that the recommendations have provided a shared framework and common language for feedback practice, shaping School-level planning and communication strategies.

Early indicators of change are evident in both participation and reported experiences of the new surveys. In the first 6 months following implementation, participating Schools recorded an average increase in student response rates to feedback surveys from 10 per cent to 16 per cent. Qualitative analysis of student comments also indicates a shift in emphasis, with more students explicitly referencing how feedback is acknowledged and acted upon. Taken together, these early outcomes suggest that the Senate-endorsed recommendations and the subsequent implementation have begun to influence how student feedback is positioned and used at a School level, demonstrating my capacity to lead institution-wide change that connects governance, evidence, and educational practice.