



# Leading from Where You Sit: Enhancing and Advancing Teaching and Learning

*For faculty members who want to shape or influence the institution, especially when it comes to teaching and learning, lots of opportunities exist—but many not be self-evident. Below are some of the opportunities along the path.*

## Leading Solo: Enhance your Individual Practice

Credibility flows from taking risks, exploring, testing, reflecting, and having a story to tell about what you have done. In this phase of leading, the goal is to become broadly informed, confident, convincing and articulate about your own approach to teaching. You need to be able to communicate your innovations with enough conviction and knowledge that you will be able to resist the naysayers who are prone to declare that things cannot be changed. *What do faculty do in this phase?*

- Try techniques and course design strategies that are new to you
- Read, explore the literature of various practices
- Attend events (workshops, conferences) on teaching and learning
- Engage with colleagues in discussion
- Collect data from your students for reflection
- Document your experiments
- Start drafting the story of your efforts

## Lead by Sharing

Once you become aware that you have something to offer, you move into a new role: that of making more public what you have learned. *What do faculty do in this phase?*

- Invite colleagues to coffee to talk about your teaching
- Organize informal sessions among colleagues to discuss teaching
- Construct a teaching portfolio where colleagues can see what you do
- Invite a colleague to visit your class
- Show a colleague something you are working on, and ask for feedback

## Lead through Collaboration

The natural consequence of reaching out will be discovering opportunities to work with colleagues, many of whom have the same interests and goals as you do. *What do faculty do in this phase?*

- Invite a colleague to learn a new method or model with you
- Team teach, and develop the courses as an integrated experience
- Exchange class visits with colleagues
- Exchange student focus group interviews with colleagues
- Team up with a colleague to attend an event (workshop, conference) together

## Lead by Volunteering

Your collaboration will make known to colleagues your knowledge about teaching, your confidence to represent a new or challenging idea, and your analytical perspective about teaching matters. Armed with these competencies and a seasoned perspective, you are positioned to take on a role of influence. *What do faculty do in this phase?*

- Organize a departmental professional development event based on a teaching topic of common interest
- Agree to participate in or lead a program review
- Collect data that could help your program reflect on its success for students
- Develop a new course or revise a problematic one
- Consider taking a turn as chair, where you might be able to prioritize teaching and learning efforts
- Head up a curriculum development project



# Leading from Where You Sit: Engaging in Scholarly Teaching and Learning Inquiries

*For faculty members who want to consider gaining experience in scholarly teaching and learning activities, along with engaging in more public sharing of knowledge and leadership beyond the institution – here are a few ideas.*

## Leading Solo: Enhance Individual Practice with Scholarly Teaching Activities and Research

Credibility flows from grounding your enhanced teaching practices with scholarly research and evidence. In this phase of leading, the goal is to collect processes and practices, stories and reflections, and feedback and data on what you are doing in your practice. You need to communicate what you are finding and have examples and evidence to back up your assertions of what is working for student learning. *What do faculty do in this phase?*

- Blog about new techniques and course design strategies you are trying
- Develop your own document/summary booklet of what you are learning
- Present at events (workshops and conferences) on teaching and learning practices
- Work with colleagues to share your collective experiences
- Gather data from your students and use that to publish, present and share publicly what you are doing
- Write a paper about your experiments

## Lead by Sharing Your Scholarly Teaching Activities

Once you have data and evidence of your teaching practices and what is working, you move into the next phase of making your scholarly activity more public. *What do faculty do in this phase?*

- Organize a multi-institutional group of discipline-specific colleagues to discuss monthly a topic of choice
- Participate in a Community of Practice or a Special Interest Group
- Present your teaching portfolio at a conference or a special workshop
- Invite colleagues to your class, write a reflective blog post about the experience
- Post what you are working on, seek feedback through social media, colleagues in other areas etc.

## Lead through Collaboration in Community-Oriented Scholarly Teaching Activities

After you start sharing what is working and are excited about the evidence of enhanced student learning, you may find colleagues who want to work with you, extend your work and develop scholarly inquiry projects that result in more evidence and feedback *What do faculty do in this phase?*

- Partner with a colleague, team teach and write up the experience to share with others
- Visit other institutions (provinces, countries) to learn and encourage a visit from colleagues to your institution
- Invite students to collaborate with you on co-designing your class
- Partner with a colleague and give a talk, presentation or a webinar

## Lead by Volunteering Your Knowledge and Expertise in Scholarly Teaching Activities

Your collaboration and scholarly teaching and learning results will soon become known by many. You will gain confidence to share and publish, present and engage in more opportunities for disseminating your work and sharing more broadly. *What do faculty do in this phase?*

- Develop a mini-conference day for colleagues in your area from the island/lower mainland
- Share experiences of program review leadership with others through a guidebook, presentation etc.
- Publish experiences of writing a new course or revising a problematic one – engage students in this experience and co-publish ideas you have experienced
- Offer to host a workshop for the institution working through the teaching and learning centre