

Strategies and tactics employed in leadership of teaching

- 1 **Establishing personal credibility**
 - Maintaining credibility as a scholar, often through exemplary quality of research output (even if the volume is reduced)
 - Establishing and maintaining credibility as an outstanding teacher
 - Modelling the proposed pedagogy: 'walking the talk'

- 2 **Identifying problems and turning them into opportunities**
 - Eliciting the views of stakeholders, such as employers and professional bodies
 - Facing up to problems rather than denying them
 - Identifying problems as opportunities

- 3 **Articulating a rationale for change**
 - Articulating a pedagogic rationale
 - Publishing articles, in the public domain, about the changes
 - 'Branding' the change or rationale

- 4 **Devolving leadership**
 - Building a 'change team'
 - Supporting a change team
 - Appointing individuals to carry out leadership functions
 - Allocating specific responsibilities to individuals
 - Encouraging individual initiative and supporting individuals who take the initiative
 - Building an organisational structure within which teaching will be developed

- 5 **Building a community of practice**
 - Fostering discussion and debate, e.g. through team teaching, observation, establishing a teaching discussion group
 - Appointing academics who will fit in and who share dominant values
 - Retaining (tenure) and promoting those who have contributed to the department's teaching achievements
 - Involving the whole department
 - Recognising and rewarding excellence in teaching
 - Assisting individuals to get external recognition for teaching excellence
 - Supporting 'fine tuning'
 - Personally observing teaching
 - Adopting an 'open door' culture

- 6 **Marketing the department as a success, in which all have played a part**
 - Representing the department within the University in a good light
 - Representing the department externally in a good light
 - Publishing and giving presentations about teaching in the department

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Managing innovation

- Obtaining resources (cash)
- Freeing up innovators' time, for example by providing teaching assistance or administrative support
- Allowing and encouraging experimentation on a small scale
- Creating and selling a vision
- Building a consensus, over time, to achieve sufficient momentum to start a department-wide process
- Handling the dissenters and the disengaged effectively so as to avoid them blocking the majority
- Hiring and drawing on experts
- Developing new expertise
- Evaluating impact, requiring empirical data of success before extending and building confidence in progress
- Trouble shooting problems and getting them out in the open to discuss
- 'Rolling out' innovations across a department
- Capacity building in leading change, including mentoring academics, training programmes, succession planning
- Embedding sustainability

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Involving students

- Develop effective methods for eliciting students' views (and their commitment to engage)
- Involve students in decision-making about teaching
- Involve students in implementing the innovation (e.g. as peer tutors)