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Documenting and Activating Educational Leadership and Authentic Teaching

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Documenting and Activating Educational Leadership and Authentic Teaching

Abstract

This report describes two integrated projects initiated by the 2020 3M National Teaching Fellowship Award (NTF) cohort on the concepts of educational leadership in Canadian universities and the role of authenticity among exemplary teachers. A thematic analysis of 3M NTF award-winning dossiers identified six prevalent traits characteristic of educational leaders: innovation, persistence, responsiveness, reflectiveness, curiosity, and positive opportunism. The analysis also revealed aspects of educational leadership in practice, including being committed to a cause and being action-oriented, being community-engaged, being multi-disciplinary, building bridges, freely sharing, trailblazing, and using applied methods. Educational leaders' relationships with others tended to foreground elements of collaboration, empowerment, support, and mentorship, and their actions had an impact beyond their own classrooms or institutions. In the second project, qualitative interviews with cohort members articulated ways in which authentic teaching is expressed by educational leaders. The actions of authentic teachers were viewed as influential and inspiring, and authentic teachers tended to be recognized as instruments of change. These results were shared in an interactive workshop at STHLE 2022, which discussed how educational leadership is currently framed in higher education, and guided participants in self-reflection as educators and leaders to formulate calls to action involving educational leadership and authentic teaching.

Ce rapport décrit deux projets intégrés initiés par la cohorte du 3M Program national d'excellence en enseignement 2020 sur les concepts de leadership éducatif dans les universités canadiennes et le rôle de l'authenticité chez les enseignants exemplaires. Une analyse thématique des dossiers primés du 3M Program national d'excellence en enseignement a identifié six traits dominants caractéristiques des leaders de l'éducation: l'innovation, la persévérance, la réactivité, la réflexion, la curiosité et l'opportunisme positif. L'analyse a également révélé des aspects du leadership éducatif dans la pratique, y compris le fait d'être engagé dans une cause et d'être orienté vers l'action, d'être engagé dans la communauté, d'être multidisciplinaire, de construire des ponts, de partager librement, d'être le pionnier et d'utiliser des méthodes appliquées. Les relations des dirigeants de l'éducation avec les autres avaient tendance à mettre au premier plan les éléments de la collaboration, de l'autonomisation, du soutien et du mentorat, et leurs actions ont eu un impact au-delà de leurs propres salles de classe ou institutions. Dans le deuxième projet, des entretiens qualitatifs avec des membres de la cohorte ont articulé des façons dont l'enseignement authentique est exprimé par les

leaders de l'éducation. Les actions des enseignants authentiques étaient considérées comme influentes et inspirantes, et les enseignants authentiques avaient tendance à être reconnus comme des instruments de changement. Ces résultats ont été partagés dans le cadre d'un atelier interactif à SAPES 2022, qui a discuté de la façon dont le leadership éducatif est actuellement encadré dans l'enseignement supérieur, et a guidé les participants dans l'auto-réflexion en tant qu'éducateurs et leaders pour formuler des appels à l'action impliquant le leadership éducatif et l'enseignement authentique.

Keywords: authentic teaching, educational leaders, educational leadership

As part of the 3M National Teaching Fellowship, newly awarded fellows attend an annual cohort summit where they share their academic experiences and insights, and then brainstorm a collaborative project on teaching and learning (STLHE, 2024a). When the 2020 cohort finally met in November of 2021, after a one-year delay due to COVID-19, the group was drawn to two central ideas: the lack of clarity with which educational leadership is defined in higher education, and the place of authenticity in exemplary teaching. What follows is an overview of the year-long projects that developed from our interests in these two areas. In addition, we summarize the calls to action on educational leadership and authentic teaching generated through the interactive workshop at the 2022 STLHE conference where we presented our preliminary findings.

Setting the Stage: Educational Leadership in Higher Education

Educational Leadership: An Evolving Term

Educational leadership (EL) can be conceptualized in myriad ways. A brief review of the literature suggests that successful educational leadership, often connected in the literature to the scholarship of teaching and learning (SoTL), is a distributed resource (Bolden et al., 2012; Simmons & Taylor, 2019), is embedded (Wright et al., 2014), is enacted at multiple levels (Acai et al., 2018; Hannah & Lester, 2009), is both formal and informal (Simmons et al., 2022), and is best when enabling others to act (Simmons et al., 2022). The specific notion of EL as professional practice is reflected in the 3M NTF program (Acai et al., 2018). For example, as part of the criteria for the 3M Teaching Fellowship, STLHE (2024b) asserts that, “educational leadership involves significant transformation in teaching and learning at an instructional, disciplinary, community, and/or societal level. Educational leadership fosters and supports change, and leads to a more inclusive, equitable, and diverse post-secondary education landscape” (The Criteria section, para 1).

In practice, leadership in educational environments has always existed, but its formalization as EL in Canadian institutional contexts is newer and still evolving. In its most concise form, EL is most frequently defined in terms that encompass types of work undertaken at one’s home institution and elsewhere that support innovation and excellence in teaching and learning, including the potential for impact beyond one’s own classrooms or institution (see University of British Columbia, 2024). A brief examination of existing language on EL at the eight Canadian institutions where the

2020 3M cohort members teach¹ revealed that EL was defined and formalized in a variety of ways. Some institutions are silent on what constitutes EL and how it might be recognized, while others include EL among the criteria for identification of teaching excellence in awards and recognitions or have created extensive infrastructure to support EL and its capacity to have impact beyond one's own classroom (e.g., Centres for Teaching and Learning, internal SoTL and EL research grants). Mostly within the last decade, several universities have established or extended tenurable academic ranks in teaching, where EL functions as a central site of academic research and service and constitutes primary promotion criteria.

The examples drawn from our examination affirm that EL takes many forms, from in-program mentorship and peer-led workshops to curriculum design, infrastructure creation, and published work in the scholarship of teaching and learning. Each iteration examined extends beyond excellent classroom teaching and has impact on the theory and practices of teaching in departmental, institutional, national, and international contexts. For example, in 2014, the University of British Columbia (UBC) defined EL explicitly in its Collective Agreement and public-facing guide to Senior Appointments, establishing much of the language that has since become standard (see UBC, 2014; UBC, 2024). Similarly, The University of Windsor's extensive 2014 report on embedded educational leadership initiatives (Wright et al., 2014) led to its offering detailed EL award criteria. The University of Calgary's award for EL allows nominations of individuals and teams, MacEwan recently created a Teaching Leadership award, and Conestoga College Institute of Technology and Advanced Learning's teaching award criteria includes a leadership role. Themes of innovation and impact, enrichment, sustained initiatives, significant transformation, and quality education were woven throughout the sample language. Table 1 provides an overview of institutional language using EL that was of note to the 2020 3M NTF cohort.

¹ Conestoga College Institute of Technology and Advanced Learning, MacEwan University, McGill University, University of British Columbia, University of Calgary, University of Victoria, University of Windsor, and Western University.

Table 1*Themes and Institutional Language Using EL*

Themes of EL	Sample Language	Institution
Innovation & Impact	"An activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom" (UBC, 2024, Educational Leadership section, para 1).	The University of British Columbia
Enriched Learning	"Enrich the quality and breadth of learning [by] outstanding educational leadership of groups that demonstrate formal or informal leadership in initiatives that have a significant and sustained impact on learning at a departmental, faculty and/or institutional level" (University of Calgary, 2024, Award for Educational Leadership (Group) section, para 1).	The University of Calgary
Sustained Initiatives	"Contributions of individuals who have led significant and sustained initiatives to improve teaching, curriculum, teaching spaces and resources, and policies and procedures that promote effective teaching" (University of Windsor, 2024, Educational Leadership Award section, para 1).	The University of Windsor
Significant Transformation	"Outstanding leadership and commitment to improving teaching and learning experiences at an institutional, disciplinary, community or societal level" (MacEwan University, 2024, Meet Our Awards Recipients: Teaching Leadership Award section, para. 1) [with demonstrated] "contributions to the significant transformation of teaching and learning at an institutional, disciplinary, community, or societal level" (MacEwan University, Awards Criteria: Teaching Leadership Award Criteria section, para. 2).	MacEwan University
Promotes Quality Education	"Demonstrated an outstanding contribution to or will have taken a	Conestoga College Institute of Technology and Advanced Learning

	leadership role in the teaching-learning process . . . by the following criteria: shares information and materials . . . acts as a mentor . . . is recognized for excellence” (Conestoga College Institute of Technology and Advanced Learning, 2024, Selection Criteria: Leadership in the Promotion of Quality in Education section, para 1).	
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During STLHE 2022, the 3M NTF 2020 cohort facilitated a session on EL with approximately 40 attendees, including undergraduate and graduate students, administrators, faculty, and educational developers. At the start of the session, participants were asked to reflect on the question, “What does EL mean to you?” and invited to share their responses, anonymously. Participants were given the opportunity to actively participate in the workshop activity or simply observe, opting into the activity implied consent. The top 15 responses from attendees are listed here, based on the number of occurrences (in no particular order):

- Innovation
- Passion
- Mentorship
- Courage
- Vision
- Impact
- Change
- Responsibility
- Vulnerability
- Trust
- Support
- Listening
- Collaboration
- Compassion
- Communication

A general discussion of these outcomes followed during the session. The facilitators from our cohort then highlighted a few of the words that corresponded with what we found in our analysis, and the literature. Like the characteristics of SoTL leaders and leadership dimensions identified in the review by Simmons and Taylor (2019), the importance of communication, collaboration, mentorship, trust, courage, and being a change agent were all emphasized.

In terms of how EL is formalized at institutions across the country, the most explicit examples were defined as tenurable teaching ranks, identified in our cohort sample at UBC and the University of Victoria. These ranks exist under a range of titles, as defined in Collective Agreements, including Professor of Teaching track (UBC) and Teaching Professor track (University of Victoria). Other universities offer “continuing” or permanent, promotable teaching ranks (Assistant, Associate, Professor) without

using the word “tenure.” For example, McMaster University identifies a Teaching Track, Western University has a Teaching Scholar track, and the University of Toronto has a Teaching Stream. On a national scale, the number of tenurable or tenure-like teaching rank appointments is growing. At UBC, for example, there are more than 340 appointments in the tenurable Educational Leadership stream, totaling 12.9% of all current tenured and tenurable appointments (Office of Planning and Institutional Research, 2023).

Project One: A Pilot Study of Educational Leadership

The effectiveness of leadership approaches is context-specific (Bolden et al., 2012; Lumby, 2012). Within higher education, research on the characteristics of effective leadership tends to identify traits and actions that embody an idealized department head rather than tell us how actual individuals view and carry out divergent leadership roles in relation to teaching and learning (Lumby, 2012). While helpful, these studies do not elucidate the specific traits of educational leaders who have been recognized for their teaching excellence in the current higher education context. Our study contributes to the conversation by examining what EL looks like in a recent cohort of 3M National Teaching Fellows. Specifically, we were interested in responses to two key questions: *What commonalities in traits are shared by highly recognized educational leaders? How is EL enacted in practice by exemplary teachers?*

Method

We conducted a comparative analysis of the nomination dossiers for each of the 10 members of the 2020 3M NTF cohort that pertained to educational leadership (see [Sections 4.0 Educational Leadership Philosophy and 5.1 Evidence of Educational Leadership in STLHE’s Nomination Dossier](#)). EL sections were coded and analyzed by two independent researchers in multiple phases using Dedoose Version 9.0.17, a web application for managing, analyzing, and presenting qualitative and mixed method research data (Dedoose, 2023). In the first cycle, independent codes were created for each separate and distinct excerpt pertaining to EL. For example, one excerpt within the leadership philosophy section of a nomination file might point to a trait that the award winner possesses, such as innovation. Another excerpt in the nomination’s evidence section might reveal an example of a way in which leadership was enacted by the award winner, such as through a collaborative effort involving academics from various post-secondary institutions. Identified codes were reviewed and compared for consistency between researchers. Agreed upon master codes and sub-codes were used to re-examine the data. The final codes, based on conceptual similarity, were then shared with the award winners who verified their appropriateness for depicting their own leadership qualities and examples. This project underwent multiple REB approvals (i.e., Conestoga College Institute of Technology and Advanced Learning, MacEwan

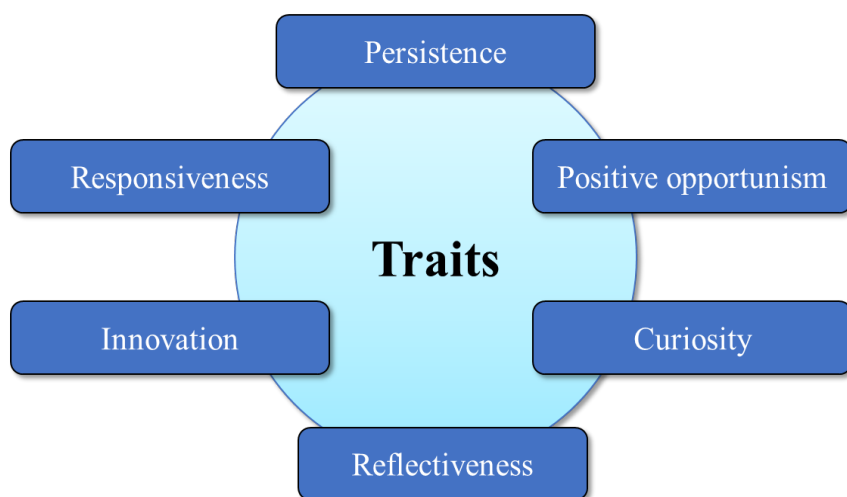
University, University of Calgary, University of Victoria, and the University of Windsor).

Results

The analysis of the dossiers revealed evidence for the shared traits of innovation ($n = 84$), responsiveness ($n = 68$), reflectiveness ($n = 34$), positive opportunism ($n = 32$), persistence ($n = 28$), and curiosity ($n = 16$) as shown in Figure 1. Notably, these sampled educational leaders are highly innovative. For example, one “co-developed a revolutionary intelligent courseware preparation and multi-media tool,” another “developed and studied the utility of using ultrasound as an adjunct to gross anatomy teaching in medical curricula,” and one worked with a colleague to design “a student challenge based on presenting a multi-disciplinary problem via a series of mini acts delivered in a ‘play’ like format.”

Figure 1

Traits Shared by Educational Leaders



Educational leaders are also highly reflective about students and matters related to teaching, and they are similarly responsive to the needs of students, as evidenced in the following passage:

Upon reflection, there are several things that I need to focus on going forward. I need to be aware that many students who are required to take this course may not realize what they will be learning, especially in regard to our shared Canadian history of the colonization and assimilation of Indigenous peoples. I need to provide more resources on the phenomenon of fragility amongst settler students so that they become aware of where their uneasiness and feelings of discomfort are coming from. As well, I will take more class time to debrief, as we all need time to reflect on what we are learning. I need to be

proactive while students are still in my class and find ways to ensure they feel safe to discuss their reactions to uncomfortable truths.

Innovation as a trait overlaps with trailblazing as a practice. For instance, one recurring theme in all the dossiers was the creation or enactment of new teaching techniques, practices, and programs, where no prior path existed. Educational leaders are especially attuned to new opportunities, and they are adept at finding ways to enact them. As evidence of positive opportunism, one member of the cohort both conceived of and then led a new program:

When Ontario colleges were granted the opportunity to offer four-year baccalaureate degrees, one of [my institution]'s two proposals was for an electronics program. At the time I had been researching problem- and project-based learning delivery formats and felt they would be an ideal match. I suggested that the new electronics program be designed with a focus on authentic learning using a project-based approach. My idea was given the nod and I was asked to provide academic leadership for the preparation and presentation of the formal proposal. It was accepted in the first round. I then led a cross-discipline faculty team in the design and implementation of a fully integrated, four-year project-based curriculum.

Another fellow was surprised that an event did not exist and then found a way to create and implement it:

Congress [of the Federation of the Humanities and Social Sciences] is Canada's largest multi-disciplinary scholarly event, with annual meetings of 80 scholarly societies for over 10,000 scholars. But Congress has not previously addressed teaching with a formal pedagogy series. I couldn't believe it! Since the event was hosted by [institution] this year, it was finally possible to put philosophy into practice. [In collaboration with the Congress organizer,] I gathered a team of teacher-scholars to create "The Pedagogy Hub," six days of programming that brought together scholars from across Canada and across the disciplines. To talk about teaching. It was spectacular.

Our sample also showed two final traits: curiosity and evidence of persistence. In several accounts, leaders had to wait for funding to get put in place, senior administrators to get on board, or committees to pass ideas along, and in some cases, the leaders had to repeatedly make pitches, find ways to prove an initiative would work, and show projected outcomes until the 'system' was finally ready to support and enable the innovations. One educational leader stated:

With several major initiatives, I have said to a senior administrator 'let me know if the door is slightly open, and I will run through it and initiate the desired change in a systematic way that can scale and be sustained' ... In one instance ([course], a course now required for all 750 incoming first year students) I waited more than a year to go from

general interest to clear support, and then to the project from concept to successful pilot course with 90 students in less than three months.

Lastly, curiosity is a common trait shared by educational leaders open to new ideas and ways to engage in life-long learning:

By participating in professional development workshops on teaching (especially sessions on ways to engage students and utilize technology), by discussing facets of teaching with colleagues and mentors, by observing and peer-reviewing teachers in the classroom, by critically reflecting about teaching practices, by being responsive to new teachers and teaching ideas, by developing teaching techniques over time, by researching characteristics of exemplary instructors and instructional strategies, by engaging with students, and by responding to feedback provided in student ratings of instruction.

Beyond common traits, our analysis also revealed shared ways in which EL is enacted in practice, including being committed to a cause ($n = 81$). Educational leaders are especially passionate and tireless when it comes to advocacy for important causes, with several instances akin to these examples: “There is a need to educate all Canadians about our shared history through reconciliation” and “I use every opportunity to engage my collaborative communities in advocacy for older adults.” Another common practice was the freely sharing (without ego) of educational leaders’ ideas, resources, materials, and time because “good ideas need to be communicated” ($n = 50$). Leaders are also multi-disciplinary in their efforts to collaborate across backgrounds and spaces, and in their attempts to bring together diverse groups of people ($n = 48$). Trailblazing as “a visionary” or a “pioneer,” “where no path existed” was also a common practice within the cohort ($n = 40$), as was being community-engaged ($n = 39$) and action-oriented ($n = 30$), building bridges ($N = 23$), and using applied methods ($n = 23$) (see Figure 2).

Figure 2

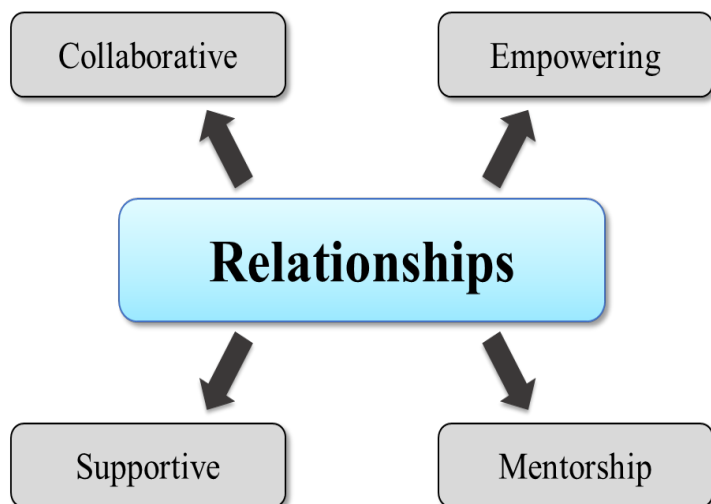
Practices Shared by Educational Leaders



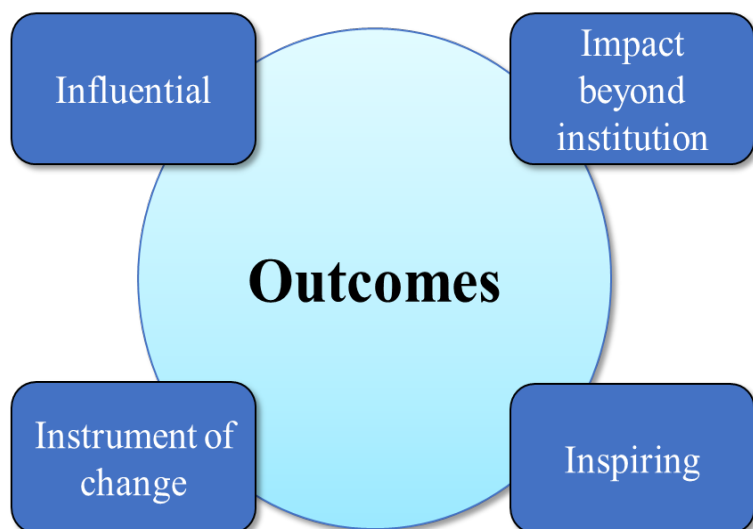
We also found that educational leaders tended to engage with others in their relationships via four common elements (see Figure 3). Relationships tended to be based on forms of mentorship ($n = 71$), collaborative partnerships ($n = 66$), be enacted in ways that led to the empowerment of others ($n = 44$), or in ways that were supportive of others ($n = 10$).

Figure 3

Educational Leadership in Relation to Others



Finally, the outcomes of the actions of educational leaders tended to have an impact beyond the institution ($n = 82$), were viewed as highly influential ($n = 55$), were perceived as instruments of change ($n = 47$) and were inspirational ($n = 27$) (see Figure 4). As an example of collaboration, one member noted: "Although it may often seem easier, I rarely work alone. I seek partners. This is not about blindly or stubbornly pushing. It involves building 'alliances of the willing.'" Every educational leadership dossier also had multiple examples of how work extended beyond home institutions to impact a multitude of teachers and learners. As one person described, "[the program] has rapidly expanded to six cities...and in the Fall 2019 there will be 375 start-up ventures in the new cohort" while another noted "16 cohorts of the [program] have been delivered to 300 Indigenous youth. Over the next 1 ½ years ...the challenge will be delivered to 1,000 youth ([aged] 15- 29)."

Figure 4*Outcomes of the Actions of Educational Leaders*

Conclusion and EL Contributions

Our first project contributes to the conversation about what constitutes educational leadership by revealing common traits and practices shared by nationally recognized teachers and educational leaders. As evidenced by 3M NTF dossiers, these leaders were identified as possessing innovation, persistence, responsiveness, reflectiveness, curiosity, and positive opportunism, where they could foresee new paths and identify ways to enact them. When it comes to EL in practice, educational leaders used applied methods, were action-oriented, committed to causes, community-engaged, and multi-disciplinary in focus. They freely shared with others through mentorship and blazed trails where no path existed before. When it came to their actions in relation to others, this cohort of educational leaders demonstrated collaboration, support, empowerment, and mentoring in ways that had an impact beyond their classrooms.

Project Two: Authentic Teaching

In the 3M NTF cohort considered for this study, fostering excellent teaching and learning environments and experiences beyond one's own classroom was largely connected to the individual's work *in* those classrooms and to critical self-reflections on what qualities contributed to teaching excellence. When thinking about educational leadership, our cohort also considered ways in which teaching is a transformative process for instructors and their students. We all felt that we did not start out as

exemplary or even fully authentic instructors. Viewing the scholarship of teaching as an “authentic practice,” Kreber (2013) suggests that “being a scholar of teaching is an ongoing *transformative learning* process that is intimately bound up with becoming authentic” (p. 5).

Authentic teachers tend to be characterized as congruent and caring, and open to encounters and social belonging (i.e., learning communities) (Plust et al., 2021). They are also depicted as being sincere, true to oneself, and acting in the interests of learners (Kreber, 2010). Students often recognize authentic teachers as being approachable, passionate, attentive, and capable (Johnson & LaBelle, 2017), with open and supportive classrooms (LaBelle & Johnson, 2015). Of course, teaching is not a one-way process, and students also contribute to a shared agency that shapes instructors and the potential for “peak experiences” (Waterhouse et. al., 2021, p. 8). In our discussion and subsequent investigation, we sought to better understand authenticity in its role among teachers who were identified as both exemplary instructors and educational leaders. In this second project we asked: *What is authentic teaching to exemplary teachers?*

Method

Eight of the 10 2020 3M NTFs were interviewed by two independent researchers and asked the following four central questions: *Who are you today as a teacher? What is exemplary teaching? What do students say about you? and How can you recognize and foster authenticity in others?* The video interviews were recorded online, transcribed, and then coded for prevalent themes. Like our first project, this project also went through multiple REB approvals at our respective institutions.

Results

Analyses of the interview data revealed several traits associated with authentic teachers, and several practices consistently carried out by teachers identified as authentic. Consistent with earlier research on the qualities of authentic teachers, our sample of educational leaders noted that exemplary teachers are personable, open, dedicated, reflective, responsive, risk-taking, and caring, and they undergo personal evolution as part of their journey to authenticity (see Figure 5).

Figure 5

Traits Shared by Authentic Teachers



For example, one participant described being a risk-taker in the following way:

I was willing to pay the price of following what I thought was my path. And that teaches you a lot. I think that is “authentic” – that willingness, that fearlessness, thinking “I think this is the right thing to do.” It’s not the mainstream. It’s very different from what others are doing. It requires a tremendous amount of additional work. But I’m willing. I think this would work.

Another illustrated their personal evolution saying:

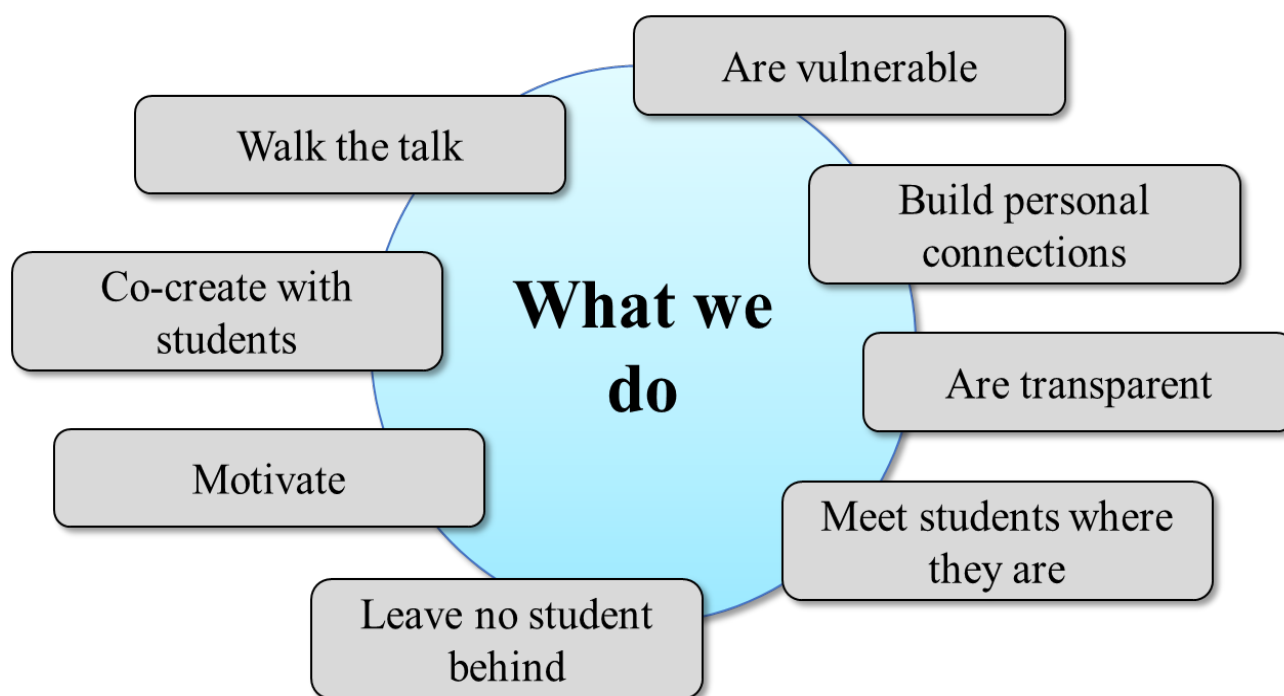
I’m a different person to who I was when I started, that’s for sure. And hopefully that’s a good thing. I’m less rigid in my views of what people have to learn or how they have to learn it. And I think to get there, one has to go through not only self-reflection, but sometimes uncomfortable, humbling experiences oneself...I think it’s a work in progress. I haven’t met anybody who has thought deeply about this who thinks that they’re finished, and maybe it’s not something that’s finish-able or completable because, you know, you’re dealing with a diversity of different learners at different times, coming from different places in different ways.

In terms of what authenticity looks like in practice, interviewees noted the importance of being vulnerable, building personal connections, being transparent, meeting students where they are at, making sure no student was left behind, being motivational, co-creating with students and helping them to develop agency, and walking the talk (see Figure 6). Vulnerability was described in the most detail by all the respondents. The complexity and importance of this construct is nicely summarized in this quote:

So, there's the professional vulnerability and then there's the personal vulnerability of like, do I share my personal experiences? Do I tell them [students] who my chosen family are? Do I say those things? I don't think I enjoyed it at first, but I think I quickly realized that it was the only way to look yourself in the mirror. ...people I mentor ask me "how do you just stand up there and be like that?" And sometimes I don't actually know. And the only way I can answer that is that the alternative is completely untenable. So, this is all there is.

Figure 6

Recognized Practices Engaged in by Authentic Teachers



Calls to Action

As previously noted, during the 2022 STLHE conference session, we invited attendees to share their views on educational leadership or authentic teaching, and to reflect upon ways they could commit to a personal 'call to action.' We asked each attendee to write on a sticky note how they were going to commit to *fostering EL or authenticity in teaching in others* and *how they would try to make change at their institutions*. Responses were anonymous and optional; consent was implied through participation.

With respect to fostering authentic teaching, attendees said they would "encourage and support vulnerability and openness," "share their own difficulties with learning to make themselves more personable to students," "leave even more room for

students to bring their authentic selves to meet and join with [theirs],” and “leave no student behind.” As specific next steps, attendees committed to “speak truth to power, even when it’s inconvenient,” “provide practical workshops in inclusive practice,” “meet instructors where they are at,” and “advocate for human-centred approaches to teaching.”

To act as educational leaders and foster EL in others, attendees committed to “enhance mentoring,” “facilitate educational leadership communities of practice,” “model courage and push back,” “foster EL identity,” “recognize leadership potential in others,” “advocate for more EL positions,” “challenge team members to choose to develop leadership characteristics in themselves and help them get there,” and “be responsive to others.” Attendees said they would make change at their institution in a variety of ways, with examples ranging from “gently push to infiltrate senior university leadership to be at the important tables where discussions happen,” and “advocate for inclusion of EL language into faculty agreement and processes for tenure and promotion,” to “press the institution to value teaching as much as they value research.”

There was also a clear focus on locating EL capacities in Equity, Diversity, and Inclusion (EDI) initiatives. For example, attendees committed to “demanding EDI initiatives within their department,” and to “centering EDI and decolonization as driving forces for systemic change.” Others committed to advancing teaching innovation by “supporting structures that allow innovation (and risk taking) in teaching practice, through resources and teaching evaluation practices,” and by “sharing ideas [for] fostering, nurturing, and leveraging innovative teaching.”

Extending the Inquiries: Future Research Initiatives

The plan of action for the authors is to extend the research archive related to EL as concept and category in Canadian post-secondary contexts. Our presentation at STLHE 2022, and this report, have focused on the traits, practices, and experiences of the 2020 3M NTF cohort, as examples of recognized educational leaders at their respective institutions. We seek now to document the emergence of EL as a concept and category across Canadian universities. Contract and website language on tenurable or tenure-like EL and teaching streams, plus evidence of the different ways in which EL is defined across Canada will be compiled. We seek to create a national data archive that will serve as a public resource on EL at Canadian institutions of higher education.

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