

Educational leadership in collegial decision-making? How course leaders and teachers participate and influence decisions in planning meetings

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Although decision-making is central to development and change in higher education, few studies unpack how leadership is enacted and negotiated in situ in collegial planning tasks where decisions are at stake. This article addresses this gap in educational leadership by examining influencing work in decision-making processes at a Swedish university. It explores educational leadership in course-planning meetings with course leaders and teachers. The empirical material consists of video recordings of meetings from two teams with challenging conditions: not only was the data recorded during the pandemic, but the teams also had a high teacher turnover. Drawing on the tradition of leadership-in-interaction, this article explores educational leadership in meeting interaction by illustrating and contrasting how course supervisors and teachers participate in and influence decision-making on pedagogic and didactic designs.

Analyses of empirical episodes show how team members struggle to find common ground in the past and formulate decision proposals for educational change in backward- and forward-looking cycles. A key finding is how the trajectory of decision-making processes differs between the studied teams. The article discusses high teacher mobility as an organizational constraint that limits the collective competence of course teams, providing problematic conditions for smooth decision-making and, thus, educational change and leadership. This constraint places a heavy burden on course leaders to navigate ambiguities of knowledge, power, and emotion in interaction that highlight underlying assumptions about the course leader's role as a collegial leader without managerial decision-making power.

Keywords: Educational leadership, leadership-in-interaction, joint decision-making, epistemic, deontic, emotion

1. Introduction

Over the years, research on leadership in higher education has highlighted its hierarchical and collegial tensions and paradoxes. The very concept of educational leadership holds ambiguities relating to, on the one hand, academic hierarchies, governance, and control and, on the other hand, the notion of collegiality (Eriksson-Zetterquist & Sahlin, 2023). Moreover, collegiality is often framed in an unquestionable positive way (Kligyte, 2021). Previous studies have captured these ambiguities by painting a picture of educational leadership where tensions emerge due to expectations of collegiality in academic work culture (Gregory Marshall, 2012; Jarvis, 2021; Kligyte & Barrie, 2014; McGrath et al., 2019). The paradoxical nature of educational leadership can be illustrated by considering it in terms of 'ineffective' and 'effective.' Bryman (2007) summarizes earlier research on ineffective educational leadership as behavior that damages the 'commitment' of academics and provides some examples: "leadership that undermines collegiality, autonomy and the opportunity to participate in decisions, that creates a sense of unfairness, that is not proactive on the department's behalf, and so on." (Bryman, 2007, p. 707). In contrast, effective educational leadership implies collegiality as a form of governance that has been shown to result in slow decision-making processes (cf. Eriksson-Zetterquist & Sahlin, 2023). In this article, we approach educational leadership and its ambiguities by reconsidering the conceptualizations of influence in collegial decision-making.

Research on educational leadership is often approached in terms of a single person and a top-down influencing process. For instance, in empirical studies focus is often on high-status positions, such as central management, dean, and faculty board (cf. O'Connor et al., 2014). Furthermore, educational leadership research has been criticized for adopting 'universal' approaches to leadership that are "insensitiv[e] towards *what* is lead and *where* leadership occurs" (Elo & Uljens, 2022, p. 1284). One result of such studies is that they gloss over how leadership manifests and shapes decision-making processes in supposedly 'collegial contexts' in higher education.

This article aligns with approaches that consider leadership phenomenon as a relational and dynamic construct (Skorobohacz et al., 2016). It seeks to contribute to research that approaches educational leadership in the context of everyday academic work

(Mårtensson & Roxå, 2016), taking an interest in collegial leaders in the ‘sandwiched middle’ (cf. Bryman & Lilley, 2009; Gjerde & Alvesson, 2020) with an emphasis on leaders who lack formal managerial power (Gregory Marshall, 2012; Kligyte & Barrie, 2014; McGrath et al., 2019; van Veggel & Howlett, 2018). More specifically, the article addresses leadership tensions connected to the role of the course leader, also known as first-order leadership (Elo & Uljens, 2022), instructional leadership (Apkarian & Rasmussen, 2021), and course leadership (van Veggel & Howlett, 2018).

The article's empirical setting for studying educational leadership is team-teaching meeting constellations. The empirical material consists of planning meetings with course leaders and teachers from two different course teams at a Swedish university. What connects the empirical material is that both teams struggle to make plans for teaching in challenging contextual conditions. First, the recordings took place during the second pandemic semester (autumn 2020). In these planning meetings, participants have the potential to reflect on the external pressures that resulted in ‘emergency remote teaching’ (Rapanta et al., 2020) and make assessments that can form the basis for decisions regarding pedagogical and didactical matters. Second, both course teams have a relatively high turnover of teachers between terms, resulting in a lack of first-hand information about the courses and their emergency teaching. These conditions stress the collegial expectation of joint decision-making and thus provide dense settings for studying collegial underpinnings in processes of influence.

To analyze leadership as an influencing process and context-specific phenomenon, the article adopts a leadership-in-interaction approach (Clifton, 2019; Clifton et al., 2020; Fox & Comeau-Vallée, 2020; Van De Mieroop, 2020). This implies a shift from a priori definitions of leadership as something limited to a specific formal-informal leadership role. With an analytical focus on meeting interaction, leadership is sought in how influence processes and methods are enacted and negotiated in interaction, emphasizing how participants achieve shared decision-making. With such an approach, the article also draws on a field in higher education that takes as empirical data recordings of *talk-in-interaction* in educational planning meetings (Barnes, 2007; Van Kruiningen, 2013). Using team teaching meetings as empirical material, the analysis sheds light on participants' use of interactional resources and ways of influencing the dynamics of knowledge, power, and emotion in decision-making processes. More specifically, we

focus on joint decision-making, where course supervisors take on the role of the meeting chair and where decisions are accomplished in collaboration with team members with various knowledge, experiences, responsibilities, and rights. Course planning meetings are, therefore, a fruitful arena to gain insight into how teachers in practice influence pedagogic and didactic choices, uncertainties, and problems, often with the expectation of making joint decisions.

This article explores educational leadership in meeting interaction by illustrating and contrasting how course supervisors and teachers participate in and influence decision-making on pedagogical and didactical designs. To answer this objective, three research questions are addressed: 1) what interactional resources are used for understanding the past and making proposals for the future? 2) what potentials and constraints for collegial decision-making are realized in the interaction? 3) which implications for educational leadership can be identified in the interaction?

Next, we will outline relevant research on leadership in higher education, followed by the theoretical leadership-in-interaction approach and the data selection section. Following the analysis, we address the research questions and overall aim in a discussion section.

2. Higher education leadership and its collegial underpinnings

Over the years, educational leadership in higher education has contributed to a vast field of knowledge with rather nested and ambiguous concepts and underlying assumptions. For example, whereas the term “educational” has been described as targeting the character and direction of norms and shared governance in higher educational settings, the notion of “leadership” places the performance of practitioners in the foreground. The practitioner's role as leader, their leading and leadership, has been studied in many fields and through different theoretical standpoints (Fullan, 2000). For instance, more comparative-driven research describes variations in collegial and managerial structures tied to specific countries and reports how such structures condition leaders' experiences and leadership practices (O'Connor et al., 2014). In this section, we aim to set out some underlying assumptions by outlining the relationship between educational leadership and collegiality and, secondly, to outline previous research on leadership challenges in team-teaching contexts.

As was recapped in the introduction, previous research paints a picture of leadership in higher education settings where tensions arise due to the expectation of an academic work culture built on collegiality and autonomy (Gregory Marshall, 2012; Kezar, 2018; McGrath et al., 2016). These tensions stem partly from how collegial leadership models run parallel with more top-down managerial and hierarchical models that provide challenging conditions for collegial, middle leaders. Academic middle leadership positions thus come with dual legitimacy that has consequences for the doing of leadership and what potential positions to be taken (Gjerde & Alvesson, 2020; Gregory Marshall, 2012). In short, collegial leaders “have been appointed to a position of management from within the organization to act as *primus inter pares*, and to lead through scientific knowledge, valid reasoning, collegial procedures and consensus from peers” (McGrath et al., 2019, p. 1002). Jarvis (2021) conceptualizes collegiality as grounded in equality, where collegial assumptions are conditioned by informal and formal positions that shape power relationships. With regards to the management of educational assignments this is often handled as a collegial responsibility. University teachers are frequently tasked with the responsibility, often related to their interest and competence, to develop curriculum and pedagogy for courses (Yielder & Codling, 2004).

Research on leadership in higher education often focuses on particular leadership roles and predominantly on high-status positions (Elo & Uljens, 2022). Although this article addresses teacher-team interaction, it does shed light on one specific middle-leader position: course leaders. The role of the course leader is often implicit and unspoken and, therefore, a position with a somewhat vague leadership status (Temple et al., 2016). In a literature review of course leadership, van Veggel and Howlett (2018) argue that a course leader is put in a position to form a bridge between individuals within the course and between institutional structures (internal and external) and norms on which the course is based (2018, pp. 1175–1177). They further argue that course leadership roles have significant collegial expectations. Such expectations cannot be understood without considering the role’s responsibilities, which can include “course management, staff and student timetabling, curriculum development, quality assurance at course level, marketing, admissions, student pastoral support and mentoring new academic staff” (van Veggel & Howlett, 2018, p. 1175). van Veggel and Howlett (2018) also highlight several barriers preventing effective leadership. For example, unclearly defined roles despite a

high administrative workload, a lack of power (even though the course leader is expected to bring about changes by influencing, coordinating, and acting as a good role model), or that course leaders often assume the role based on their competence as academics and interest in curriculum development, leaving them feeling unprepared.

Lastly, research has taken an interest in leadership and its collegial underpinnings on a team or group level. However, when considering the team level, research often focuses on aspects other than leadership, such as collaboration or professional learning communities (cf. Jarvis, 2021). For example, Minett-Smith and Davies (2020) approach team-teaching constellations and argue that this emerging teaching approach has increased in higher education. However, Minett-Smith and Davies claim that team-teaching challenges are less studied. One challenge is team instability, i.e., teams with a recurrent teacher turnaround. The authors consider team instability a collegial challenge: “The transient nature of the teams limited the opportunities for staff to collegially develop and evaluate modules, becoming a source of frustration for staff associated with a perceived stagnation of modules. Intentions to equally share the planning and delivery were also eroded by the transient nature of the teams.” (p. 587).

In sum, collegial expectations, norms, and variations in higher education organizations condition the interactional floor in many academic tasks. Notably, these collegial dimensions result in ethical tensions and ambiguities, particularly in times of change and crisis (Liu et al., 2022). In academic work practice, leadership in team teaching comes with interactional configurations where course leaders have responsibilities regarding pedagogical development and change. Drawing on research that highlights how local collegial contexts provide specific conditions for leadership (Mårtensson & Roxå, 2016), this article does not restrict the analytic focus to a particular formal or informal leader’s action but on the influencing work of members of course teams in decision-making processes during course planning meetings. As such, the article draws on theoretical and analytical perspectives applicable to people’s actions in social interaction and approaches leadership as a social activity. This approach is presented next.

3. Leadership in interaction

In the study on which this article is based, we adopt a leadership-in-interaction approach in which leadership is studied in workplace interaction (Clifton, 2019; Clifton et al., 2020; Fox & Comeau-Vallée, 2020; Larsson & Meier, 2023; Van De Mieroop, 2020). This interactional approach to leadership builds on ethnomethodology and conversation analysis, providing analytical resources for detailed empirical investigations of influencing processes, practices, and actions.

In an overview of the empirical work done within the approach, Larsson and Meier (2023, p. 31) identify various conceptualizations of leadership. One strand of research emphasizes leadership as the *establishment* of leader and follower identities, partly as a response to criticisms of the empirical definition of leaders and followers, with analyses of the achievement of interactional dominance and authority using different resources. Another conceptualization approaches ‘leadership as the accomplishment of influence and organizing of action.’ Here, studies have a stronger future-oriented focus, such as decision-making and leadership effects. In this article, we draw on empirical insights from these conceptualizations of leadership to uncover how course members influence and participate in decision-making processes that retain the particularities of leadership in the local collegial setting and tasks at hand. In the following parts of this section, we will present findings and concepts relevant to the analysis. First, we will briefly outline research on *joint decision-making*, following the last leadership conceptualization. Second, we will highlight studies focusing on interactional resources for influencing decision-making and negotiating authority in workplace interaction.

In an ethnomethodological and conversation-analytical tradition, decision-making has been defined as a joint commitment to future action (Huisman, 2001). On a more concrete level, decision-making is characterized by shorter or longer sequences of turns where someone makes a proposal that is potentially accepted. Studies of joint decision-making have shown that people often avoid making decisions individually and that they instead strive towards making shared decisions, especially in contexts with participatory ideals; participants usually work to maintain social solidarity (Bertils & Magnusson, 2019; Clifton, 2019; Magnusson, 2022; Stevanovic, 2012; Stevanovic & Peräkylä, 2012).

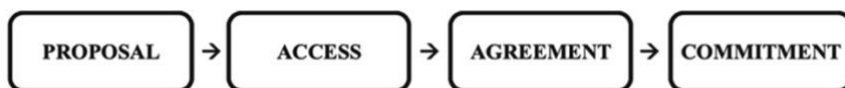


Figure 1: Stevanovic's (2012) trajectory model of steps in joint decision-making

Centrally, empirical studies have shown that participants manage several component steps to arrive at a jointly made decision (Magnusson, 2022; Stevanovic, 2012). It has been observed that joint decision-making is built up by an interactional trajectory mechanism (see Figure 1) where one-step preconditions the following (Bertils & Magnusson, 2019; Magnusson, 2022; Stevanovic, 2012). This trajectory starts with somebody introducing a future course of action, for instance, through a proposal, question, or similar action that can be launched to all participants or a specific one. Meeting participants then demonstrate access to the proposal's content by assessing their or others' access to it. In the next step, meeting participants show agreement with the co-participant's proposal. Finally, meeting participants commit to the proposed future action in the final step. Each component step often requires transformation and negotiation in interaction. In multi-party conversations, not all participants must participate verbally in each step but can, for example, nod and rely on more distributed decision-making. However, this trajectory is not necessarily linear or smooth, as proposals can permanently be abandoned before any step is completed or explicitly rejected, resulting in a *non-decision* or a unilateral decision if the other participants comply. For example, a decision can be rejected if a participant waives his right to participate by asserting his lack of epistemic access or his right to make a decision (Stevanovic & Svennevig, 2015).

Workplace meetings are specific forms of focused interaction that condition how people exercise influence. For example, while meeting leaders (often the chair) have the right to steer the direction, meeting norms are tied to specific contexts and degrees of formality that provide opportunities and constraints for participation (Asmuss & Svennevig, 2009; Raclaw & Ford, 2015).

Formulations are one interactional resource in workplace meetings that has been extensively studied in terms of how people influence decision-making. Formulations refer to turns of talk that participants use to summarize, interpret, or make sense of previous talk. Raclaw and Ford (2015) describe formulations as actions “that retrospectively characterizes or glosses what a previous speaker has said” (p. 260). Formulations that

gloss are also referred to as upshot formulations as they make explicit some unexpressed implication (Heritage & Watson, 1979). By referring to Huisman (2001) and Clifton (2009), Raclaw and Ford (2015) emphasize how formulations are a recurrent leadership practice: “the subjective nature of formulations as providing specific participants, and chairs in particular, with opportunities to exert an asymmetric level of influence on decisions” (p. 260). In a study of teacher dialogue and consensus in course development meetings, van Kruiningen (2013) shows how formulations summarize the preceding speaker's turn and function as resources for claims about didactic benefits. She argues that formulations in this setting consist of participants delivering new ‘building blocks’ in collaborative decision-making: “participants build on previous turns in a goal-oriented, incremental manner in series of consecutive turns, not only by means of agreement and alignment, but also by means of modification, refinement and transformation” (p. 118). The study highlights how uncertainties and problems are clarified and managed to realize ownership among all participants. In a study of university administration meetings, Barnes (2007) highlights how formulations are deployed for different interactional means, such as closure of a current topic or eliciting further talk. She shows that chairs produce formulations more frequently and ratifies formulations produced by others to provide a basis for decision-making. Thus, formulations play a crucial role in how participants in a conversation negotiate meaning, resolve misunderstandings, demonstrate understanding of each other's contributions, and influence decision-making.

Formulations are produced sequentially in interaction and build on how participants orient to each other's status and authority. Participants' monitoring of their *momentary relationship* is a crucial resource that people rely on for recognizing what others are doing, for example, in decision-making processes (Stevanovic & Peräkylä, 2014). Stevanovic and Peräkylä (2014) highlight how participants handle relationship negotiations originating from ambiguities between knowledge, power, and emotion. Epistemic authority (knowledge), deontic authority (the right to determine future actions), and emotional authority are central in the negotiation of momentary relationships (Clifton, 2019; Heritage & Raymond, 2005; Stevanovic & Peräkylä, 2014; Stevanovic & Svennevig, 2015).

Deontic authority refers to an interactional order in which participants orient to their *own and others' rights to determine future actions* (Stevanovic & Peräkylä, 2012).

Participants' display of deontic rights and obligations is made relevant, for example, when a first speaker "commands someone to do something, or suggests that it be done, or recommends it, or implies it; all of these things require some degree of authority in how the world 'should be.'" (Stevanovic & Peräkylä, 2012, p. 315). These displays can be more explicit or egalitarian and implicit, the latter of which is based on an expectation of the collaborative participation of others. In hierarchical work organizations, it has been observed that decision-making sequences between managers and employees have a certain asymmetry in terms of how decisions are made and received. For example, organizational members with high deontic status, such as managers, have been shown to rely more on the cooperation of others, thus relying on the deontic congruence between a speaker's positioning and status (Wåhlin-Jacobsen & Abildgaard, 2020). However, as Wåhlin-Jacobsen & Abildgaard recall through referencing Svennevig (2011): "superiors can take downgraded deontic positionings to "do" egalitarian leadership in interaction" (p. 47).

The notion of epistemic authority refers to *professionals' epistemic access, rights, and responsibilities*, i.e., who knows what, how knowledgeable they are, or are expected to be (Stivers et al., 2011). Epistemic authority is about someone claiming the right to know how the world is. These rights do not refer to actual states of knowledge, but they are relative rights to demonstrate knowledge through, for example, explanations and statements about how things are. As with deontic rights, epistemic rights/claims also give rise to negotiation between the participants within the interaction situation, and how the participants contest and defend are made visible during the conversation (Heritage, 2013). Examples of what is seen as an area of knowledge through which participants can assert their epistemic authority can refer to their profession and experiences, such as first-hand information, but also their feelings.

Emotion in interaction is the third 'facet' that participants employ in their momentary relationships and is about people's affective displays and emotional expressions. For example, Raclaw and Ford (2015) summarize Kangasharju and Nikko's (2009) study on how "participants use humor and laughter to construct team-oriented work settings, display like-mindedness and mutual understanding with other team members, or reduce tension in interactionally troublesome environments." (p. 258).

Both deontic, epistemic, and emotional asymmetries between participants can be seen as driving forces in conversation, where asymmetries and ambiguities can arise when people of different statuses claim interpretive privilege (epistemic authority), deontic authority or emotional authority (Heritage, 2013; Stevanovic & Peräkylä, 2014). Ambiguities between knowledge, power, and emotion are often negotiated. In order to analyze how participants handle asymmetries and ambiguities in interaction, a distinction is made between participant status and stance. *Status* (cf. formal position) refers to rights and obligations that a participant is considered to have or not to have, regardless of the participant's social actions in a particular situation. Emotional status, according to Stevanovic and Peräkylä (2014): “refers to the socially shared expectations regarding experiencing, expressing, and sharing of emotions, arising from the position that a participant has in a certain domain of experience relative to his/her co-participant(s).” (p. 192). The concept of *stance* instead makes visible the interactional work of the participants to maintain, change, or negotiate their status. As such, it refers to how speakers position themselves in the design of turns in interaction to show how authoritative they are in specific areas in relation to other participants (Heritage, 2012; Stevanovic & Peräkylä, 2012).

This section has outlined how decision-making sequences are sequentially progressed through formulations and how participants exert influence in such sequences through deontic, epistemic, and emotional claims. It is an empirical question of how epistemic or emotional dimensions are used by participants in a deontic way, for instance, in the form of a proposal, thought, suggestion, or announcement for joint future action. Moreover, a participant's *status can* be a relevant resource for co-participants to recognize what others are doing with, for example, a proposal or thought. In the context of a course meeting, status may include the participant's formal position as course leader or informal position based on seniority. For the analyst, relevancy is sought in how participants position themselves and others sequentially in interaction. In sum, how participants produce and orient to formulations and monitor their momentary relationship provides material for the study of influencing within decision-making sequences that makes available leadership phenomena in its local collegial context.

3.1 Data, selection, and analytic procedure

The article is based on video data from course planning meetings at a Swedish university. The meetings are collected from two teams, the *subject* and the *method* course, with course coordinators and teachers. The selection of the course teams is based on two criteria. First, access to teams with courses starting in the latter half of the semester. These courses were most acutely affected by the campus shutdown during the spring of 2020, where teams had only a few days to transition to online courses, and decisions were rather ad-hoc and unilateral out of necessity rather than well-grounded pedagogical and didactical choices. Second, both courses have a very high or high percentage of new teachers. All teachers in both course teams have consented to participate in the study. Informed consent was obtained, indicating that participants would remain anonymous and that the names in the following section are pseudonyms.

The *subject course* team meeting took place at the workplace, with one of the researchers recording the meeting via Zoom. This is a 15 credit-point subject course. The course team consists of five teachers, led by course coordinator Maria, who, along with Erik, has had the course for an extended period. Vivi, Linn, and Ann are new teachers for the fall semester. Despite Ann and Vivi being new to the institution, they have experience teaching similar courses at other institutions.

The *method course* team had Zoom meetings. This course is a 7.5 credit-point method. This team, which consisted of three teachers (Tom, Vivi, and Kim), had four meetings before the course started. Tom and Vivi are new to the course, and Tom has been appointed as the course coordinator. Vivi is a newly hired teacher at the institution but has experience with similar course content at other institutions. Kim, an international doctoral student with English as a native language, engages in meetings with a mix of Swedish and English. Kim is the only teacher involved in certain aspects of the course during the transition in the spring semester. Excerpts for analysis are selected from the first two meetings.

Data was collected from four team meetings at the beginning of the fall semester in 2020, including one for the subject course and three meetings for the method course. In total, 4,5 hours of video-recording. All course team meetings were recorded using the Zoom video conferencing platform.

The analysis draws on ethnomethodological and conversation-analytic traditions. As a qualitative research methodology, these traditions emphasize inductive empirical investigations grounded in a ‘strong’ participant perspective, i.e., the analyst departs from what participants orient to in turns of talk. Our analytic approach can be described in two phases. Firstly, we approached the data in an inductive way that can be referred to as ‘unmotivated looking’ (Have, 2007). This means that analysis and selection procedures began with a relatively open-minded listening and watching of the three meetings from the method course and the single meeting from the subject course. This includes an analytic approach where the researcher temporarily brackets pre-understandings to avoid *a priori* definitions of leaders, leadership, and power structures. In this process, we focused on how teachers practically reason and co-construct understandings of the last semester and make plans for the upcoming course, what challenges, uncertainties, and problems they identify, and how they potentially make decisions for overcoming such obstacles. In this phase, we identified differences in the interactional patterns, and this contrasting interest guided our next analysis phase.

In the second analytic phase, we unpacked what we had seen in our data with analytic tools and empirical phenomena from empirical research on decision-making, leadership, and authority in workplace interaction within ethnomethodological and conversation-analytic traditions. We observed the differences in interaction between the two team settings by zooming in on the trajectories of the decision-making processes (see Figure 1). In this process, we found asymmetries and ambiguities concerning knowledge and power that differed across the teams tied to the high percentage of new teachers. Finally, when the analysis of the selected episodes was relatively complete, we made more systematic literature searches to engage with relevant studies and research to connect the analysis and its result to broader higher education literature.

In parallel with the analytic phases, certain parts were transcribed. Critical differences in decision-making processes included how participants a) summarize and assess the previous semester and b) formulate decision proposals for the upcoming semester's course. Used as illustrations for the empirical material, we selected two episodes from each course team to contrast how members establish a joint understanding of the past and make proposals for the future. These episodes have previously been used in a book chapter focusing on the conditions for the digital transformation of campus

courses (Bennerstedt & Svärde Åberg, 2022). The selected episodes were transcribed and translated to highlight nuances in interaction. Therefore, transcriptions are a reduced but central interpretation of the recordings. We draw on a simplistic transcription convention in conversation analysis (Jefferson, 2004, see appendix). Although we transcribed the temporal organization, such as pauses and overlaps, we included multimodal actions to a lesser extent, such as eye contact and body movements. For the article, we deemed such a simplistic convention appropriate to provide the reader with enough material to grasp how participants achieve consensus, define problems, and influence decision-making. In the analysis of course meeting interaction, we include contextual background knowledge, such as participants' status and roles, when participants' orientation to each other makes it relevant for the reader.

4. Analysis

The teacher teams in the study came together in the meetings with the overall aim of making plans together. Before the meetings, the course supervisors invite the teachers by e-mail with a meeting agenda consisting of attached documents, such as the timetable and the study guide, and some notes stating that they will go through the documents during the meeting to plan the course. Some suggestions and changes, as displayed in the attachments, might already be known to the team members. Also, some responsibilities are known before the meetings, such as teachers' hours in the course, while other responsibilities are recognized and allocated among the team members at the meeting.

Even though responsibilities for course supervisors vary somewhat in a Swedish university context, some 'baseline' assumptions can be outlined for the teams included. First, s/he is responsible for inviting course teachers (and sometimes administrative personnel) to at least one planning meeting before the course starts. While the course coordinator organizes such gatherings, teachers are supposed to attend. Second, course coordination involves administrative tasks. Third, the course coordinator is supposed to have an overall understanding of the course and communicate such understanding with various stakeholders, such as students, teachers, administrative personnel, and program coordinators. Notably, the baseline for course coordinators can amount to rather ambitious undertakings and vice versa. However, when faced with 'emergency remote

teaching' (Rapanta et al., 2020), such a baseline can quickly become overwhelming for senior and junior course supervisors, particularly regarding decision-making.

Since the article intends to illustrate and contrast how the two teams participate and influence decision-making, it becomes relevant to point out some similarities before we analyze and contrast specific episodes in detail. As mentioned above, both teams are characterized by a high or very high teacher turnover that conditions the interactional floor and how they manage knowledge, emotions, and power. Another similarity is that both course teams are responsible for courses conducted once per semester with the same syllabus for two or more years. There are also differences, for example, in the meeting locations, occurring via Zoom (method course) or mainly in a physical meeting room (subject course), including turn-taking, pauses, gazes, and how documents are distributed.

In further analysis, we will unpack two episodes from the subject course and two from the method course.

4.1 Formulating the past through displays of knowledge, emotions, and power

A specific didactic choice noticed and discussed in both courses was the lecture format, whether pre-recorded or given synchronously in Zoom. In the subject course, what decisions taken last term are made relevant by one of the new teachers, Ann, a senior teacher who has worked in similar classes at another university. In excerpt one below, the teachers have just considered the lectures and which teachers will be responsible, and the course supervisor, Maria, is busy looking up the dates for the lectures in a printed timetable. While Maria is searching in the timeline, Ann asks a question about the format of the lectures.

1 Ann hur gjorde ni (.) spelade ni in de [då]? ((gazing towards Maria and Erik))
how did you (.) did you record them [then]?

2 Erik [jag] var [I was]

3 jävligt eh (0.5) sur då så att jag gjorde för en gång skull en
damn eh (0.5) mad then so I made one just for once

4 power point (.)
power point (.)

5 Ann mm [nä]
mm [no]

6 Erik [jag] jag har aldrig- jag har kört dom här [I] I have never- I have hold those

7 föreläsningarna på ren rutin i [hur] många [år] som [helst] (.)
lectures on pure routine for [any] numbers of [years](.)

8 Ann [ja] [ja] [ja] det [yes] [yes] [yes] it

9 var [jätte mycket ju] was [very much]

10 Erik [så det kändes] som en jättestor förändring å då blev det så [so it felt] like a huge change and then it happened

11 att (.h) jag pressade mig till att göra nå (.) dåliga power that (.h) I pushed myself to make some (.) bad power

12 poi[nts] så där som [(xx) å gjorde] ingenting utöver [det] poi[nts] so there that [(xx) å did] nothing beyond [that]

13 Ann [mm] [nä med det var ju] [nä] [mm] [no that was it] [no]

14 Erik å sen fick Maria all kritik [men] [asså (x)] ((skrattar högt)) and then Maria got all the critic [but] [so (x)] ((laughs out loud))

15 Maria [mm] [då gömde] du huvet i sanden å [then] you hide the head in the sand

16 bara oh oh]= ((viftar med armarna, skrattar)) just oh oh]= ((waving arms, laughing))

17 Alla ((skrattar)) ((laughing))

18 Ann =men- men asså det var (0.5) =but- but oh well it was (0.5)

19 Maria det va en bra fördelning ((skratt)) (1,5) [xx känner igen] it was a good distribution ((laughter)) (1.5) [xx recognizes]

20 Ann det [var ju mycket] mer there [was much] more

21 jobb alltså= work therefore=

22 Maria =ah jag spelade in varenda för[eläsning och gjorde power point] =ah I recorded every single le[cture and made power point]

23 Ann [ja och jag har oxå spelat in och (xx)] [yes and I have also recorded and (xx)]

24 Maria och la dem vid sidan om (.) dom var inte så (.) [det var inte så] and put them aside (.) they weren't like that (.) [it wasn't like that]

25 Ann [jäklar vad jag jobbat] [damn what I have worked]

26 Maria de var inte nöjda med det heller va för de kände den här känsla av they weren't happy about it either because they felt this sense of

27 att vilja (0,5) eh: (1) på nått sätt så får jag en känsla av- men to want (0.5) eh: (1) in some way I get a feeling of- but

28 jag tror att det kan ha varit också i våras att dom helt plötsligt I think it may also have been last spring that they all of a sudden

29 så släppte [hela] deras sociala miljö so [the whole] of their social environment dropped

Figure 2: Episode 1 – subject course meeting

Ann is seated across from Maria and Erik, to whom she gazes when she asks (line 1) about the form of the lectures in the spring course. As such, she positions herself epistemically as someone who knows what choices they faced the previous semester, i.e., between asynchronous and synchronous lectures. While Maria flips through papers, Erik (a senior teacher and former course leader) explains how he had to depart from his routine lecture delivery (2-17). Jokingly, he admits that the PowerPoint that had to replace the usual lecture performance was insufficient (authors' clarification: a PowerPoint without a recorded speech), leading students to turn to the course leader with criticism. Maria, as the course leader, somewhat ironically confirms his, in some sense, simplified didactic choice of a PowerPoint by pointing out how it affected her with humor, and everyone laughs at the whole situation (15-16). Here, Maria's affective expressions on what happened neutralize Erik's inability to add voice recordings to the PowerPoint. Maria then answers Ann's question, declaring that she prepared recorded lectures, including ordinary PowerPoints (22-24). As such, Maria positions herself as an epistemic authority when handling video recordings of lectures. In overlap (23), Ann makes clear that she has also been recording videos of lectures, and as such, she displays that she also has acquired that knowledge. Finally, Maria provides a formulation where she articulates why her didactic choices did not satisfy the students either and continues to summarize an overall evaluation of the course by connecting it to the student's life situation and increased need for social presence (24-29) (which is further deepened in turns not included here). Through such formulation of the student's general experience, Maria, epistemically and deontically steer away from critique and imbalances between teachers who "adapted" to a high degree to the digital format in contrast to those who adapted to a low degree. Again, Ann overlaps and agrees with Maria regarding the commitment and time required of them as teachers (25).

The episode exemplifies how the teachers in the subject course create a high degree of accessibility to and partially share first-hand information about decisions taken in the course, the teachers' seemingly individual adaptations, and students' experiences. Although Erik has taught for many years, he accounts for his choice of digital lecturing by positioning himself as someone with less experience in using digital tools and whose lecturing style and competence have been linked to the physical classroom. The episode also shows Maria's choice and how she positions herself as the one with the most deontic

responsibilities of administrative tasks (checking dates in timetables), but also exerting influence on how to frame students' experiences last semester and downgrade individual teachers' lecture solutions. In sum, the episode illustrates the conduct of three senior members and their active participation and co-constructed ways of understanding past decisions.

4.2 Influencing decisions on didactic choices through formulations

While in the previous episode, we focused on how the subject teachers establish a joint understanding of decisions taken in the last semester's course, we will now look at how the participants actualize decision proposals and influence decision-making for the coming semester. The episode highlights the first (proposal), second (access), and third (agreement) trajectory steps of the decision-making process (see Figure 1). Just before episode two below, Maria, as the course leader, explained for several minutes a problem with converting a physical exam in the classroom to a digital home exam with elements of "problem-based learning." She recalls students' experiences as these students were not used to take-home exams. When we enter the excerpt, Maria has also shared the exam with Ann.

1 Maria så då tänkte jag att (.) nä men det här måste man ju kunna=
so then I thought that (.) no, but you have to be able to do
this=
2 ? =mm=
=mm=
3 Maria =en gång till (.) man måste ju få dom att kunna förstå (.) att
=one more time (.) you have to get them to understand (.) that
4 man inte sitter
you don't sit
5 Erik jaja=
jaja=
6 Maria =åtta timmar å skriver på sitt arsle (.) utan att man faktiskt
=eight hours of writing on the ass (.) without actually
7 (.5) använder tiden till å lösa ett=
(.5) uses time to solve a=
8 Ann =mm=
=mm=
9 Maria =problem (.) de hade- klara sig lika bra som vanligt [det] var
=problem (.) they had- doing as well as usual [it] was
10 Ann [mm]
[mm]
11 Maria inte så [att] dom gjorde sämre ifrån [sig]
not so [that] they did [worse]
12 Ann [mm]
[mm]
13 Erik [men de-] (.) man får väl
[but they-] (.) you can well
14 skriva allt det där som du har sagt liksom och försöka tydliggöra
write all that you have said and try to make it clear
15 [sen] fortsätter det
[then] it continues
16 Maria [ja]
[yes]
17 Erik det är ju inte mer med det (.) dom får ju anpassa sig helt
there's nothing more to it (.) they have to adapt
18 enkelt=
simply=
19 Maria =ja det är en variant (.) ((skrattig röst)) eller så gör man
=yes it's a variant (.) ((laughing voice)) or you do
20 nånting annat- jag vet inte=
something else - I don't know=
...
26 turns removed
...
46 Ann [hur är det (.) för du pratade om det var egentligen lite
[how is it (.) because you talked about it was really a bit
47 problembaserat (.) har dom kommit i kontakt med dom begreppen liksom=
problem-based (.) have they come into contact with those concepts as
somehow=
48 Maria =nä och det använder jag inte här heller=
=no and I don't use that here either=
49 Ann =nä
=no
50 Maria men det- men det är faktiskt nånting som jag verkligen verkligen
but that- but that's actually something that I really really
51 har tänkt att dom (.) att man skulle kunna göra och det=
have thought that they (.) that one could do and that=
52 Ann ja=
yes=
53 Maria = är väl här jag kommer in på hur jag tänkte hur man skulle kunna
= this is where I get into how I thought how one could
54 göra i år för att [rätta upp] [ja]
do this year to [correct] [yes]
55 Ann [det var] det var liksom [min] tanke=
[it was] it was like [my] thought=
56 Maria =precis exakt så tänkte jag=
=that's exactly what I thought=

Figure 3. Episode 2 – subject course meeting

In line one, Maria provides a formulation summing up the previous turns-of-talk in a decision proposal formulated as a thought: to use the digital home exam again; she also accounts for a reason for this proposal: that the students have managed the exam with similar scores and grades as previous terms (line 9). This core formulation opens up an indirect question – how do you think this can be solved? While Ann nods and hums in agreement with Maria, Erik takes the floor, tries to summarize Maria's reasoning, and confirms that they should only clarify the exam framework more clearly (lines 13-18). Maria agrees with Erik but invites the rest of the course team to give their view (lines 19-20). After that, several turns are removed where all the teachers display access and agreements regarding the proposal.

Finally, Ann takes the floor and returns to the basic idea that Maria mentioned regarding the problem-based theme and asks whether the students have been introduced to its concepts. In the following lines, Ann and Maria build on each other's reasoning, and both position themselves as the ones who solve the problem through proposals formulated as a thought (50-56) by introducing a problem-based thread in the entire course. Maria then moves from presenting the overall, abstract idea to how this should be implemented in practical terms (turns not included). In this episode, Maria, Ann, and Erik (and the other teachers) assess and influence the proposed decision. Second, they commit to a joint decision about doing a problem-based digital take-home exam like the previous semester. Third, they start to engage in a 'sub-decision' on implementing a pedagogical model permeating all teaching activities.

The excerpt illustrates how they repeatedly build on each other's formulations and decision proposals, which can be understood as nuanced and expanding didacticizations (Van Kruiningen, 2013). In this case, the course leader takes a *downgraded deontic stance* and asks for collective participation in the decision that builds on more symmetrical relations. In the end, she initiates a closing of the topic on the exam by displaying that the proposal was her thought/idea from the beginning (lines 50-51). After that, she moves on to changes in the course "this year" that underline a problem-based approach to teaching (lines not included here).

4.3 Managing epistemic troubles through upgraded and downgraded positionings

If we instead contrast with the method course, the joint pursuit of understanding becomes a challenge for those involved. The selected episode from their second meeting illustrates how the method team struggles with grasping changes and continuities of the past. Before the episode, Kim realized that she needed to draw the attention of others in the course team to the fact that the information given on "paper" did not correspond to how the course was conducted during the emergency teaching. The teachers had deviated from the timetable and certain course elements during the spring semester. Kim is trying to explain a problem with managing student and teacher attendance. She links this problem to a specific course element and group division in Zoom.

```
1 Kim      it depends on how (.) we want to do with this time because (.)
2          maybe we can fix some of the confusion from last term?
3          (2,5)
4 Vivi    ((nods))
5 Tom      yeah
6          (2,5)
7 Kim      I'm sorry I feel I may- I feel I made it more complicated (.) I'm
8          sorry
9 Tom      ((laughter)) no ah: (.) wh- what you talking about is- is that is
10         that the- i arbetsgrupper what is- what is that=
           in work groups
11 Kim     =mm
12 Tom     is that the (.)
13 Kim     that was when they (.) had to formulate a survey (.) questions and
14         then write a first group (.)
15 Tom     aha
16 Kim     what was part of the group work project (.) that was the first
17         thing (.) you know we monitored (.)
```

Figure 4. Episode 3: Method course – from their second meeting

In lines 1-2, Kim is turning to Tom and Vivi, delivering a form of ‘upshot’ formulation in that she builds on what she has previously talked about together with an action point where she wants the team to take action to avoid confusion. Kim’s use of ‘we’ in the formulation calls for shared decision-making. A rather long pause occurs. Vivi finally responds with a nod. Even Tom vaguely confirms (5). Then, another pause follows. In response to the silence, Kim apologizes for complicating the planning for the upcoming course (7-8) and repeats her apology, "I'm sorry." Tom laughs and shows that he does not understand her question. As such, he engages in repair work by reading out loud from documents and seeking help from Kim to sort out what she means by "work groups." Kim then starts to clarify which groups, what the

groups worked with, and the teacher's role (13-14 and 16-17) that goes on in turns not included here.

The excerpt shows how the team handles ambiguities following Kim's account of a problem with the previous semester that should be addressed jointly. It is distinctive here that Tom and Vivi have difficulties understanding. Even though Kim displays *epistemic access*, she does not propose how they should solve this problem; instead, she places the *deontic responsibility* on the team. In addition, she marks the lack of joint understanding and her deontic upshot formulation through emotional positionings (i.e., apologizing several times). In the ways Kim makes excuses, she orients to this ambiguity where she feels responsible for not being able to provide a sufficiently shared understanding (that she repeatedly needs to explain course elements) and that her way of defining problems suggests that decision-making is required from all course team members. Tom responds to Kim's affective expressions through laughter, mitigating the ambiguity regarding their lack of decision proposals. The episode illustrates that in the methods course, much time is spent trying to *gain access* to background knowledge about what was done according to plans, what differed in practice from such plans, and how such a lack of common ground impacts their ability to participate in decision-making.

4.4 Abstaining from decision-making – the case of non-decisions

In the previous episode, we focused on how the teachers in the method course struggle to establish a joint understanding of the past. The next episode is from the same meeting and illustrates the members' struggle to participate in and influence decision-making for the coming semester.

Before the excerpt below, Kim tries to explain a problem in the previous semester regarding students' expectations to participate in certain digital teaching elements offered under the emergency teaching format. We enter the excerpt when Kim rounds off a more extended account of the problem.

1 Kim but like I said (.) last time students (.) they never really (.)
2 showed up or took advantage of that time so
3 Tom okay (.)
4 Kim ah[m
5 Tom [so what- what do you suggest what- what is better then () should we
6 (2,5) say (.) alla everybody or- and and
everybody
7 not have a zoom meeting then (.) or (1) what is best for you there eh?
8 Kim I mean it depends=
9 Tom =the eleventh for example=
10 Kim =(x) I think that (.5) the students (.5) maybe- again I haven't got
11 the chance to read the feedback from the previous group...

Figure 5. Episode 4: Method course – from their second meeting

In line 1, Kim recaps a problem from last term: the students did not show up or take advantage of Zoom meetings that the teachers offered, which were optional. Her formulation ends with ‘so,’ implying some action to be taken. Tom responds to this call for action with an okay and then asks what Kim suggests they should do with these voluntary meetings and provide some candidate proposals, from stating that they are mandatory for everyone or withdrawing them altogether. Finally, he asks Kim what she thinks is best for her in this teaching moment. Kim starts to answer that it depends but is interrupted by Tom pointing to a date in the timetable. Kim goes on to articulate what she thinks they might need but then breaks off to point out that she has not read the students' course evaluation.

In the episode, the course leader steers the decision from something that affects all teachers to a question of what one of the teachers wants to do, i.e., leaves the responsibility for making decisions to the individual teacher. The decision process is paused when Kim points out that she lacks epistemic access to such a decision by referring to the course valuation. Indirectly, she renounces her deontic right to make decisions without more insight into how the course was experienced and displays that she does not want to be alone in making this decision.

The episode thus illustrates that since the course team has problems reaching a joint understanding of the past, the lack of epistemic access makes it difficult, and often, decision-making comes to a halt or is postponed. This excerpt illustrates a distinctive feature of the first two meetings of the methods course team, namely that of non-decisions. The team members get stuck in understanding the previous term's emergency teaching, and decisions for the future course are on hold. Thus, a somewhat different

decision-making process emerges if we contrast the above excerpt with the subject course in 4.2.

5. Discussion and conclusion

In this article, we have sought to approach the social and cultural underpinnings of educational leadership in local collegial decision-making processes. Drawing on a leadership-in-interaction approach, the analysis of empirical episodes from two courses is used to illustrate and contrast how team members achieve influencing and organizing future action (i.e., decision-making) (Clifton, 2019; Clifton et al., 2020; Fox & Comeau-Vallée, 2020; Van De Mieroop, 2020), that acknowledge their ‘momentary relationship’ (Stevanovic & Peräkylä, 2014). How do team-teaching members participate in and influence decision-making on pedagogical and didactical designs in the analyzed episodes? In order to answer the aim, we will address the research questions.

First, what interactional resources are used for sharing the past and making proposals for the future? The analysis of episodes highlights how team members employ *formulations* and orientations to *knowledge, power, and emotion* as interactional resources for establishing a joint understanding of the previous course implementation and for delivering decision proposals for the coming course round.

In the subject course, consisting of five teachers, senior members are seen to deploy epistemic and emotional orders to share their experiences of the last term, accounting for specific details from the course and experiences in other classes. For instance, in episode 1, the new member Ann asks about the last term lectures, where one senior teacher summarizes his solution to online lectures with PowerPoints. Maria, the course supervisor, comments humoristically on the teacher's autonomy and choice by contrasting it with hers. She then provides an upshot formulation that mitigates different teachers' lecture performances and students' experiences and moves the topic of lectures in the upcoming course forward. In episode 2, Maria is seen to provide an upshot formulation regarding the exam that invites the co-present teachers in joint decision-making, where the members collaboratively engage in nuanced and expanding didacticizations regarding the exam (van Kruiningen, 2014). Ann finally provides an upshot formulation regarding the issue with the exam as connected to a problem-based approach to teaching and learning, to which both Maria and Ann position themselves as

the ones behind the idea of introducing a problem-based thread in the course by decision proposals formulated as thoughts.

In contrast, in the second setting, the method course comprising three teachers, only one teacher had first-hand experience with parts of the course; it is shown how upshot formulations resulted in sequences of repair (episode 3) and a non-decision (episode 4). When considering the meeting interaction in this setting, it is observed that they have difficulties committing to decisions on pedagogical and didactical designs in the upcoming course. A critical issue that halts their decision-making trajectories is their struggle to achieve adequate joint understanding. The episode illustrates the importance of epistemic access and how such access is difficult to achieve. When lacking, it hinders members from participating and influencing decisions as a joint endeavor, i.e., engaging in the collegial premises underlying the meetings.

Course supervisors are interesting actors when considering their interactional work in the episodes, where they act as chairs and employ formulations to grant common understanding and move topics forward, closing down and, at times, making joint decisions public. In the subject course, the course leader's extensive knowledge is displayed through formulations that characterize differences between teachers' and students' experiences, and she displays deontic authority in how she mitigates viewpoints and responds to teachers' proposals. The course leader establishes epistemic safety through mitigating work and recommends and encourages proposed changes.

In contrast, the included episodes from the method course paint a picture of a course leader who cannot mitigate viewpoints or offer recommendations grounded in an overall understanding of the past that stresses underlying assumptions on the course supervisor's role as a collegial leader without managerial decision-making power. The expectation of collegial decision-making will be further explored next.

The second research question concerned the potentials and constraints for collegial decision-making realized in the interaction. Overall, the analysis illustrates how course team members display anticipation of deontic symmetry in joint decision-making, even though there are asymmetries related to participants' epistemic status, i.e., experiences and knowledge about the specific course and its content, and deontic status, i.e., where course leaders and senior members statuses in various ways are alluded to. As

such, course team meetings are settings that make available for a detailed study of collegial expectations and relationships and the degree of participation in decisions.

When contrasting the meeting interaction in the episodes between the two teams, the constructive didactic formulations and joint decision-making processes, as appeared in the subject course, are lacking in the method course. Instead, proposals are met with a need to explain/account course-specific content. Uncertainties and problems take over, and it is difficult to find common ground. Thus, a constraint for collegial decision-making is a lack of epistemic access, and in this case, this lack of access is partly a consequence of the high teacher turnover.

One potential means for overcoming epistemic troubles is the course supervisor. As noted above, the analyses shed light on how the course supervisors in episodes 1 and 2 chair and facilitate meetings. Another implicit assumption of the course supervisor is to manage an interactional floor that provides conditions for collegial dialogue. In retrospective and prospective orientations, course supervisors are assumed to mitigate a range of actors' views on past and future actions and smoothly orient to epistemic, deontic, and emotional dimensions in the interaction.

The episodes from the method team shed light on ambiguities for team members orienting to an expectation of collegial participation in decisions. This ambiguity comes to the fore in situations where internal (high teacher turnover) and external (pandemic) conditions hinder such joint affairs without a member willing to bind together past and present, for example, by gathering enough background information before the meetings and as such being able to provide proposals that connect to the overall context of the course. Another solution to the problem is to neglect such participation in decisions and instead rely on unilateral decisions, either from the course supervisor or, as seen in episode 4, where the course supervisor asks a teacher to make a unilateral decision. The observed 'new course leader dilemma' adds to the barriers hindering effective course leadership (van Veggel & Howlett, 2018). The dilemma lies in the expectation of collegial decision-making, while the new leader has trouble chairing meetings, resulting in ambiguities in interaction and halting decision-making. Questions that potentially resolve some of these tensions: What can the teachers expect a newly appointed or junior leader to know (to gain knowledge of before the meeting), which questions/uncertainties are the course leader's concerns (unilateral decisions), and which require joint decision-making?

Lastly, the third question, which implications for educational leadership can be identified in the interaction? A first observation is the *co-constructed nature of leadership*. This observation has also been noted in previous research on leadership-in-interaction (Clifton, 2019; Clifton et al., 2020; Fox & Comeau-Vallée, 2020; Larsson & Meier, 2023; Van De Mieroop, 2020). The influencing work displayed by team members shows how they co-construct leader and follower identities when making sense of the past and influencing plans for the future, or rather, through formulations of the past and proposals for the future. Indeed, the methodological underpinnings in leadership-in-interaction are rooted in participants' actual doings and orientations to others, which have the potential for explicating the often-unnoticed things people do. The analysis of meeting interaction illustrates that the team members struggle to navigate educational change and continuity while orientating to an interactional floor where collegiality, autonomy, and leadership are enacted and negotiated. Although both teams are characterized as unstable, they differ in how they participate and shape the interactional floor regarding knowledge, emotions, and power.

Overall, the analysis makes visible some of the communicative norms and resources used in decision-making when making plans for teaching in a Swedish higher education context. They offer readers possibilities to interpret how these norms and resources can be used in other – similar – situations (Huisman, 2001). Moreover, the socially and culturally embedded norms and ambiguities are more highlighted as a consequence of the dynamics related to internal organizational mechanisms (i.e., swapping teachers from term to term) and external demands (i.e., a pandemic that requires transforming campus courses to online or hybrid course setups). Even though this study did not address crisis management or ethical leadership concerning change in higher education (Liu et al., 2022), the analysis of ambiguities and tensions arising in team meetings provides food for thought regarding leadership and collegial decision-making.

In short, it is argued that the context-specific and situated analysis uncovers phenomena that contribute to the knowledge of leadership within team-teaching contexts and responds to calls for research on 'the *pedagogic* character of leadership' and 'leadership in *educational institutions*' (Elo & Uljens, 2022). This means that the analysis of meeting interaction sheds light on leadership aspects embedded in specific educational tasks, roles, and local collegial contexts. On this note, the article contributes to research

on educational leadership and its collegial underpinnings (Eriksson-Zetterquist & Sahlin, 2023; Gregory Marshall, 2012; Jarvis, 2021; Kligyte, 2021, 2023; Kligyte & Barrie, 2014; McGrath et al., 2019). The collegial dimension is highlighted in how the analysis uncovers implications of high staff turnover in team teaching (Minett-Smith & Davies, 2020), particularly in times requiring fast educational change. It shows how teacher turnover stresses the collective competence of course teams for smooth decision-making. Notably, it impacts educational leadership as it burdens course supervisors with difficulty navigating knowledge, power, and emotional ambiguities in collegial decision-making processes. It stresses underlying assumptions about the course supervisor's role as a collegial leader without managerial decision-making power. Over time, if teacher-team instability continues, there is a risk that the lack of collective memory and shared understanding alters the assumption of a collegial atmosphere in decision-making with a possible disconnect between course supervisors and course teachers, where the former is seen as the sole educational leader.

Appendix: Transcription conventions

[]	Overlapping talk
=	Latching, indicates no break or gap
(.)	A short, untimed pause
(0,5)	A timed paus
((laughs))	Gestures and nonverbal actions
(x)	Uncertainty or unhearable
?	High-rising final intonation
eh::	Sound lengthening
thi-	Hyphen indicates a sound cut off

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