Trekking the Educator Track at a Research-Intensive University: Five Accounts of Different Career Levels

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Abstract

In this paper, we offer personal accounts along the Educator Track from Instructor to Associate Professor as members of an English Language Centre at a leading research-intensive university in Asia. The Educator Track is a career pathway growing in significance and status and now boasts a full professorial grade. Our narratives provide an overview of what we and our institution deem as excellence in scholarly teaching leading to our recent promotions along the track. We also detail some of our identity construction processes as practitioners and how our Scholarship of Teaching and Learning (SoTL) has progressed over our careers. We draw on three frameworks. The first, Kern et al.'s (2015) Dimensions of Activities Related to Teaching, enables us to map what we do. The second, Shulman's (2005) Habits of Mind, Hand, and Heart, is used to present important elements of how we teach our content and rationalize why we teach it. The last, Quinlan's (2014) concept of Leadership of Teaching for Student Learning links the Associate Professor role to engagement in the wider community beyond the classroom. We hope that these accounts might help further understanding of what it means to be on the Educator Track at a research-intensive university.

Keywords

Educator Track, research-intensive university, Dimensions of Activities Related to Teaching, Habits of Mind Hand and Heart, Leadership of Teaching for Student Learning.

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ABSTRACT

In this paper, we offer personal accounts along the Educator Track from Instructor to Associate Professor as members of an English Language Centre at a leading research-intensive university in Asia. The Educator Track is a career pathway growing in significance and status and now boasts a full professorial grade. Our narratives provide an overview of what we and our institution deem as excellence in scholarly teaching leading to our recent promotions along the track. We also detail some of our identity construction processes as practitioners and how our Scholarship of Teaching and Learning (SoTL) has progressed over our careers. We draw on three frameworks. The first, Kern et al.'s (2015) Dimensions of Activities Related to Teaching, enables us to map what we do. The second, Shulman's (2005) Habits of Mind, Hand, and Heart, is used to present important elements of how we teach our content and rationalize why we teach it. The last, Quinlan's (2014) concept of Leadership of Teaching for Student Learning links the Associate Professor role to engagement in the wider community beyond the classroom. We hope that these accounts might help further understanding of what it means to be on the Educator Track at a research-intensive university.

INTRODUCTION

Research-intensity remains the dynamo of the competitive global university environment. The number of Nobel laureates as staff and alumni remains a telling indicator of elite universities. However, there might be a shift away from valuing researchers alone in higher education today, to giving more credence to the work of educators, thereby reducing the research-teaching divide. This has been evidenced in recent years by the development of the Educator Track in higher education institutes. In the UK, for example, there has been a significant increase in Educator Track practitioners at Russell Group universities (as cited in Geertsema et al., 2018). Geertsema et al. (2018) provide an overview of a similar development at a leading Asian research-intensive university. They present how the Educator Track can now offer progression to Full Professor appointment. Moreover, they report how particular discipline-specific, not only pedagogical research, is also now recognized on the Educator Track scheme. The growth of the Educator Track represents a formal acknowledgment of the importance of teaching expertise. It also relates academic staff's research activities to the student learning experience in higher education contexts (Locke, 2016).

With this development in the Educator Track, it is important that what represents teaching excellence is transparent. However, teaching excellence is not easily defined. Gakhal (2018) draws from a wide range of empirical studies to present what is reported to be valued by students and colleagues, as well as by auditing and accrediting courses, to detail several essential contributing qualities. These tend to be a sound subject knowledge (Šteh et al. 2014, as cited in Gakhal, 2018), innovation and expertise with resources and instructional methodology (Gibbs 2008, as cited in Gakhal, 2018), developing a conducive-to-learning environment including building rapport (Keeley et al., 2016, as cited in Gakhal, 2018), and encouraging both independent learning and critical thinking skills (Šteh et al., 2014, as cited in Gakhal, 2018). Other attributes cited are taking a student-focused approach to instruction; an engaged participation in SoTL; and exhibiting leadership in teaching. The combined attributes of scholarship and skills help to produce what has been termed an "intra-individual coherence in academics' experiences of research, teaching, learning and knowledge" (Robertson 2007, p. 551). Added to this complex list of attributes, and related to SoTL, is impact on the local and global levels simultaneously achieving "high degrees of local connectedness, global expansiveness, and social effectiveness" (Wenger, 2000, p. 129, as cited in Geertsema, 2016).

In order to better conceptualize the activities related to developing teaching excellence, we draw on Kern, Mettetal, Dixson and Morgan's (2015) Cartesian plane (see figure 1) entitled Dimensions of Activities Related to Teaching (DART) to frame educators' achievements. In the model, quadrants depict the following categories: "practice of teaching, scholarly teaching, SoTL, and sharing about teaching". These are differentiated by two dimensions, "levels of formality" and "levels of privacy". At the privacy end of the continuum, sit the "practices of scholarly teaching" and the "practice of teaching". These are more closely related to individuals' everyday tasks as educators in the classroom. "Practice of teaching" is connected to intuitive independent learning that might occur through reflection-in-action and anecdotal reflection-on-action (Schon, 1983). "Practices of scholarly teaching" is practice grounded in scholarly literature to provide "evidence-informed approaches" of action research and scholarly reflection-on-action and reflection-in-action. Both of these elements should relate closely to maximising student learning, as well as self-development. Documents in the "practice of teaching" quadrant might include those needed for annual evaluation, tenure, promotion, and teaching awards, which are more closely related to "local connectedness" (Wenger 2000, as cited in Geertsema, 2016). On the public side of the continuum, sit "SoTL" and "sharing about teaching". Documentation in this quadrant relates more to how educators share practices and opinions with the wider academic community, at a local and international level. Artefacts

at the local level might nclude peer teaching and review, publishing more informal works on teaching development centre blogs or providing sessions for colleagues on portfolio writing; as well as sharing practice in a more anecdotal way. In contrast, at the international level, educators conduct more systematic inquiry-based research, and share their work at international conferences and in specialized journals. Therefore, this relates more to their "global expansiveness" (Wenger, 2000, as cited in Geertsema, 2016). The studies shared are systematically constructed through "a methodical, planned, and deliberate process to acquire knowledge" (Kern et al. 2015, p. 4) rather than the localized or informal sharing about teaching. All four quadrants relate to an educator's social effectiveness in different ways; whether it is at local and international levels; and in more or less formalized academic environments.

What we hope to contribute to the field from this paper is a set of personal accounts to help further understanding of what it means to be on the Educator Track as a career pathway at a research-intensive university, and to progress through it. Analyses of the Educator Track tend to focus more on institutional (Geertsema et al., 2018) or conceptual levels (Boyer, 1990; Geertsema, 2016; Kern et al., 2017), not educators' own reflexive stories. Ylijoki & Ursin (2013) do provide some individual narratives of participation in higher education institutions in Finland. They report on 42 interviews depicting the meanings academics give to their lifeworlds in the present-day university. Drawing on Ylijoki & Ursin's (2013) research, and their "progressive narrative", we discuss change agency and how we "act as the driving force of the reforms and take responsibility for carrying them out" (p. 1141) on the Educator Track. We consider our roles as scholar-teachers and how we believe we contribute to both the Educator Track system as well as the wider higher education environment; we

also present some of the reasons for our recent promotions. Additionally, we draw on the "regressive narrative" from Ylijoki & Ursin's (2013) research, which includes "resistance" and "job insecurity". In their research, interviewees recount how the capitalist market-driven university perceives 'students as consumers or customers and scientific knowledge as a marketable commodity' (p. 1139). Both of these themes could relate to the new Educator Track experience in our context. While on the prior Teaching Track, student learning and feedback were the predominant assessment criteria for promotion, on the Educator Track system, public sharing of teaching and learning is now also related to career development. We discuss whether this pressure to publish does exist. We offer one narrative from Instructor to Lecturer; three narratives of the shift from Lecturer to Senior Lecturer, and one narrative from Senior Lecturer to Associate Professor. Lecturer to Senior Lecturer is the most common promotional move at our language-teaching centre. It is therefore the most diverse social group in terms of promotion along the Educator Track. Thus, we hope to provide a representative overview of the processes of promotion in our context. There are no full Professors on the Educator Track at our institution at this present time.

The five accounts help to portray developments in the Educator Track from the perspective of the educators themselves. We ask self-questions in each narrative about who we are as educators guided by Shulman's (2005) three structures: "Habits of the Mind" (content or surface structure), what do I teach/ research? "Habits of the Hand" (skills or deep structure), how do I teach/ research it? "Habits of the Heart" (values or surface structure), why do I teach/ research like this? After that, we present reasons for our promotions, and how we view our professional development narratives on the new Educator Track system. The subjects
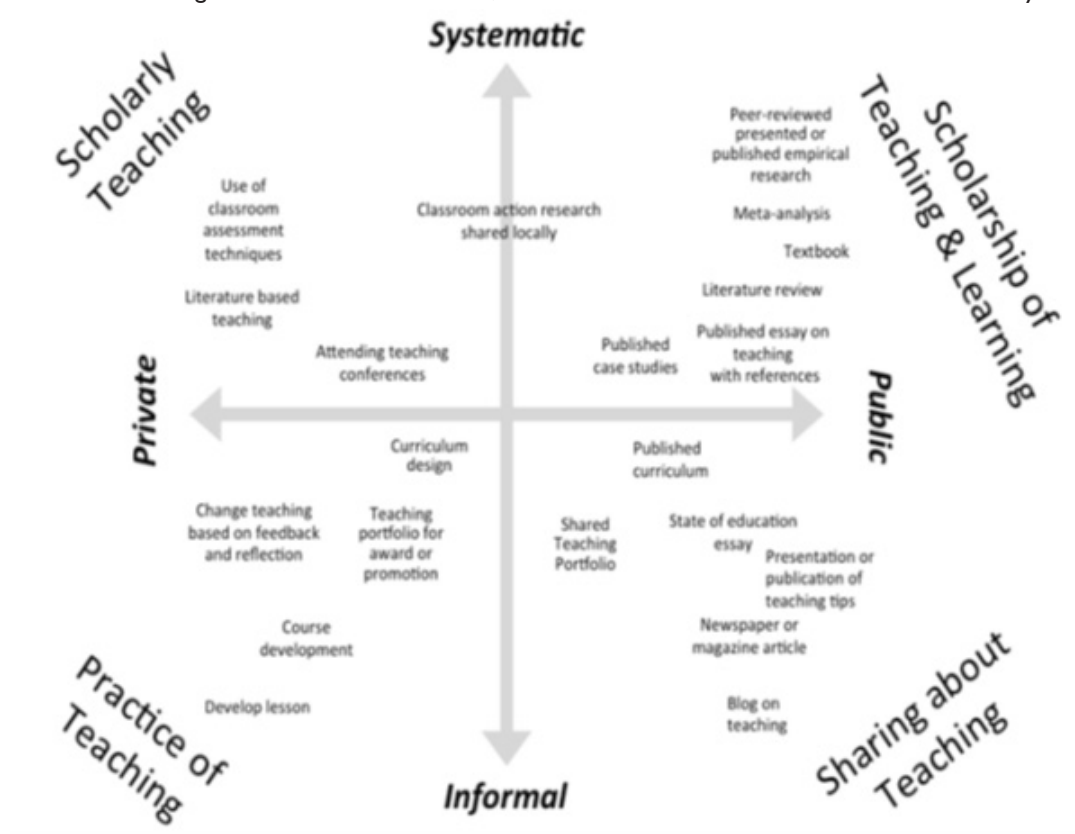

Figure 1: *Kern et al.'s (2015) Dimensions of Activities Related to Teaching (DART)*

of significance in our journeys along the Educator Track concern how we have evidenced the relationship between the growth of our teaching knowledge, and skills and their impact on student learning; how our SoTL practices at local and international levels have helped to evidence our teaching's impact on student learning; how we frame our content specialisms within the set requirements of the Educator Track through our teaching philosophy statements; and how we demonstrate educational leadership in our context, and relate it to student learning in higher education.

ACCOUNTS ON THE EDUCATOR TRACK
Account 1: Instructor to Lecturer
I teach written communication to engineering and science undergraduates. My approach typically involves guided deconstruction of texts, to observe close-up the linguistic patterns and strategies that give expression to the social conventions surrounding written texts, and to consider their effects on readers. For instance, I may help students to unpack the notion of what it means to critically engage with ideas by drawing attention to how published writers set up such critical engagement through the textual resources for entertaining, attributing, proclaiming and disclaiming ideas (Martin & White, 2005). For example, disclaim is partially made up of **counter-expect moves, a large group of formulations for conveying concession such as adjuncts like `notwithstanding' and dependent clauses with 'whereas'.** My teaching approach is informed by a perspective of critical language awareness (Fairclough 2013) which views language conventions as being non-neutral, and indeed invested with ideological processes that work to affect and influence others, be it to manipulate or subjugate them. As an English language teacher, I am mindful of the responsibility I have to connecting students to the broader socio-political reality that situates their language learning, because "like it or not, English teachers stand at the very heart of the most crucial educational, cultural and political issues of our time" (Pennycook, 2001, p.19). Using the terminology of Shulman's (2005) habits of 'mind', 'hand', and 'heart', my teacher identity may therefore be captured as one of equipping students with an argument literacy, through critical language awareness, so that they may be empowered to participate fairly in the workings of society.

I joined the university as an Instructor who was mainly expected to teach various English communication courses offered by the department and contribute to materials development and revision. In 2016, I put up a case for lectureship and part of this Instructor/Lecturer boundary crossing required me to evaluate my teaching and evidence its impact to ascend the (career) track. However, as an Instructor, my scope of influence and agency for change were relatively small and mostly limited to classroom teaching and teaching on courses that already had well-established conceptual and methodological frameworks. This made it challenging for me to make definitive claims about the effectiveness of my practice. My strategy therefore was to focus instead on evidencing processual impact, and on the clarification of goals and contribution to student improvement (Clarke & Dawson, 2011). This meant documenting practices that illustrated or challenged my teaching philosophy in a way that would aid onward thinking and development. At the same time, I also needed to show that what I had done was aligned with lectureship practices and legitimized by an existing theory or evidence base, as part of constructing a border-crossing identity (Trent, 2013) appropriate to ascending the track.

In 2015, I had the opportunity to contribute to materials development for a revised science communication course. As part of this process, I was able to devise and introduce activities aimed at improving the sophistication of students' written arguments using the concept of embedded rebuttals, which is defined as rhetorical acts of anticipation and response that writers perform as part of developing a larger argument that justifies their thesis. This often means addressing readers' potential resistance mid-argument and using their doubts and reservations to develop the argument rather than entertaining them only at the end. I conceived the intervention as I was dissatisfied with the way rebuttals were conventionally taught at university as an afterthought of sorts that writers would encore, after the main arguments were presented. I felt that this formulaic approach did not encourage the type of critical language awareness and rhetorical thinking that I had espoused in my teaching philosophy. I then led a study at the start of 2016 to explore if, and in what conditions, embedded rebuttals correlated with successful arguments.

Legitimized by a theory of dialogic argumentation, the inquiry was consistent with my aspirations to develop students' critical language awareness using argument literacy as a context to explore how different argument patterns created different rhetorical effects on readers. The data were systematically collected through targeted corpus construction, and systematically analysed with the aid of suitable frameworks on argument development and rhetorical analysis. For example, a Bakhtinian perspective of dialogic argumentation (Bakhtin, 1981) was used to frame the goals of argument development, that is to adjust readers' views towards the writer's position; and Toulmin's argumentative elements (Toulmin, 1958) were used to analyse the rhetorical functions of writers' developing arguments. The findings suggested that students' deployment of embedded rebuttals seemed to correlate positively with successful argumentation, but effects might differ depending on the point of embedding. It was then suggested that future instruction should aim towards considering the strategic placement of embedded rebuttals in the developing argument for optimal rhetorical effect. The results of the inquiry were publicly disseminated in a presentation in the same year at an international conference organized by the department, and subsequently published in the peer-reviewed conference proceedings.

My story of trekking the track may be deemed as a "narrative of mobility" (Ylijoki & Ursin, 2013), characterized by an academic world that is full of options and opportunities, and an academic identity that is given to progressive change. Underlying my story is also a conception of academic work in relation to teaching and learning that may be said to tend towards the systematic and public dimensions of teaching-related activities, albeit in an emergent sense. This depiction would correspond to the SoTL quadrant of Kern et al.'s (2015) model.

Account 2: Lecturer to Senior Lecturer
Referencing Kern et al.'s (2015) Dimensions of Activities Related to Teaching (DART), my development along the Educator Track has evolved from scholarly teaching to SoTL. Having sound subject knowledge is key to my teaching identity (Šteh et al., 2014, as cited in Gakhal, 2018). In my case, subject-knowledge relates to both academic English and the Sociology of Sport because I teach dual-focused Content and Language Integrated courses. With reference to Shulman's (2005) Habits of Mind, the application of

Systemic Functional Linguistics or SFL (Halliday & Matthiessen, 2013) and an awareness of the linguistic challenges that students face, have proven to be effective elements of my teacher knowledge. SFL propounds that 'language is, in the first instance, a resource for making meaning; so, text is a process of making meaning in context' (Halliday & Matthiessen, 2013, p.3). Thus, SFL focuses on what language does, and how it does it in its social context. In brief, language is analysed in terms of 'Field' (what is going on), 'Tenor' (relationships between participants, and their social roles), and 'Mode' (the differing channels of communication such as spoken or written text, monologues or dialogues etc).

Referencing Shulman's (2005) Habits of Hand and Heart, I have also worked hard in my classroom to study how to make visible the knowledge students need to succeed, and have developed expertise with resources and instructional methodology (Gibbs, 2008 as cited in Gakhal, 2018) for teaching this knowledge. SFL has been the subject of multiple class-based action research articles in international peer reviewed teaching journals. I view action research as 'practice-changing practice' (Kemmis, 2009). Below, I briefly describe one such project as this type of action research was judged a significant contributor to my promotion from Lecturer to Senior Lecturer.

At the start of the cycle, I produced a corpus of my students' writing. I then selected essential linguistic knowledge input that all participants would find beneficial. I observed that students lacked resources for "attribution" in the literature review sections of their Introduction-Method-Results-Discussion (IMRD) papers. As a part of the Systemic Functional Linguistic repertoire, the attribute function describes how authors endorse or disendorse other authors' research. I employed both authentic texts from published works in my specialist field, the Sociology of Sport, as well as student writing from prior cohorts, to implement detailed readings in class. To do this, I draw strongly from Martin and Rose's (2007) "scaffolding interaction cycle", which takes a genre pedagogical approach. In sum, a text is first viewed in relation to its social context and then in its entirety before elements are deconstructed in detail through teacher talk and elicitation. An extract of the text for detailed reading is provided below:

> Past research on extreme sports emphasize risk-taking and thrill-seeking (Celsi, 1993; Rosenbloom, 2003; Immonen et al., 2017). Skiing as an extreme sport increases resilience (Hetland et al., 2018).

I stated to students that the first sentence acknowledges research in three separate journal articles. Thus, attributing in brackets is really the only choice. However, after this, when individual research is referred to, there are several linguistic choices available for providing extra information about studies. For example: "From their six-month ethnographic research in the French Alps, Hetland et al. (2018) conclude that skiing increased resilience". The author is able to describe the length and type of research conducted as well as the place where it occurred. This can also have benefits for textual coherence; the following could be: "In similar longitudinal research, Frühauf (2012) concludes that Ski freeriding…" The transition is facilitated by the use of prepositional phrases.

Students were then asked to suggest other linguistic resources for attribution for the text and these comments were discussed as a whole class. Text mining of the literature reviews of the module's journal articles also occurred, followed by discus-

sions about how these published authors cited others' research. Afterwards, students were encouraged to notice these language resources when they independently researched for their IMRD papers. I then worked with each student on their writing, through face-to-face consultation and asynchronous e-mails and attribution was a subject of discussion. To end the cycle, a post-intervention corpus of students' texts was compiled, and the quality of students' writing compared with the first. A clear development across the cohort was observed. Students used a wider range of structures with more frequency and produced greater coherence across their literature reviews. The conclusion made was that explicit focus on attribution using a scaffolding interaction cycle can be effective for student learning. This case is forthcoming in an applied linguistics journal.

To conclude, my interest in researching my classroom teaching for student learning has enabled me to trek the Educator Track from Lecturer to Senior Lecturer. I am an agent for change through my research as working closely with students in this way, I can make a difference in their academic literacy capabilities. Using Ylijoki and Ursin's (2013) taxonomy, I thus view my role as "progressive". I can also develop a conducive educational environment and build rapport (Keeley et al., 2016, as cited in Gakhal, 2018), as the focus of instruction is highly learning-centered. My action research for student learning commonly leads to academic publications, which also gives my work on the Educator Track a high degree of "local connectedness, global expansiveness, and social effectiveness" (Wenger 2000, p.129, as cited in Geertsema, 2016).

Account 3: Lecturer to Senior Lecturer

In the past seven years, I have continued to reflect and improve on my teaching practices as a scholarly teacher. Much of my teaching philosophy and practices have been grounded on Bloom's Taxonomy Theory (1956, cited in Forehand, 2010) and second language acquisition research that "telling" does not necessarily lead to comprehensible input for students, and that only "noticed" and "comprehensible" input could lead students to higher order learning/thinking (Krashen, 1989; Schmidt, 1990). Therefore, I have focused on lessening frontal teaching to increasing opportunities for students to explore their learning by providing constructive feedback and guiding students in peer feedback (Bitchener & Knoch, 2010; Parr & Timperley, 2010) to reinforce taught knowledge and skills.

As I have progressed from Lecturer to Senior Lecturer along the educator path, I have continued to advance along what Felten et al. (2007, p. 94-95) and Geertsema (2016, pp. 130-131) describe as the continuum between scholarly teaching and SoTL. Being an excellent teacher on the Educator Track now means I must demonstrate the scholarship of teaching and measure student learning. Thus, I conduct systematic inquiries to evidence the effectiveness of my teaching and students' ability to learn from me. I use the evidence to reflect and improve on my teaching to further enhance student learning. In practicing SoTL, I have examined the effectiveness of my feedback practices and students' engagement in the feedback process. For instance, in my first attempt to measure the effectiveness of the way I provided feedback and facilitated the teacher-student interactions in the feedback process, I investigated the effectiveness of using multimodal online feedback on students' writing. Consistent with the benefits reported in the literature (Abrahamson, 2010; Crook et al., 2012), my students

reported that multimodal feedback was convenient because they were able to use it anytime, anywhere. The results also showed my students were able to improve their accuracy in writing, enhance independent learning, demonstrate higher order thinking skills, and be more actively engaged in the learning as they felt a stronger sense of connection to the course and the Instructor (author).

Although the multimodal feedback was highly effective in promoting student learning, it was still a one-way feedback process that lacked peer interactions and student engagement. Through learning more about the importance of tutor and peer feedback (e.g. Ahmadi, Maftoon, & Mehrdad, 2012), I strengthened the synchronous/asynchronous tutor-student and peer-peer interactions in the online feedback process for writing tasks using technology (Skylar, 2009). In a subsequent project, I measured students' perception of the feedback process, and students' improvement in writing through the peer feedback process. Consistent with previous research (Nicol & MacFarlane-Dick, 2006), students reported being engaged because they learned from giving and receiving peer feedback prior to tutor feedback and saw improvements in their writing. These two SoTL projects have together evidenced the effectiveness of both synchronous/asynchronous tutor-student and peer feedback. Scholarship is indeed a vital part of teaching because systematic investigations of our practices provide evidence to inform us of the effectiveness of our pedagogies and give us confidence to change or continue to implement these teaching practices in our classrooms.

According to Kern et al.'s (2015) Dimensions of Activities Related to Teaching (DART), an essential part of becoming a SoTL teacher is that good teaching practices/knowledge must be shared systematically in both informal and formal settings. In addition to my student feedback and university teaching excellence awards, my SoTL research has given me more confidence to share my

teaching practices in the forms of publications, as well as interviews, presentations in workshops, symposiums, and conferences at the National University of Singapore, and internationally in Vietnam, Hong Kong, and the United States. My goals in these presentations are to iterate to the audience what good feedback practices entail, how to engage/motivate students in the feedback process and suggest ways to reinforce student learning and promote higher order thinking skills, inside and outside the classroom, by leveraging on technology.

In conclusion, I have underscored the need to shift from being a scholarly teacher to one who teaches with scholarship. I have conducted SoTL research, not just to meet the university's increasing demands on teachers on the Educator Track but because I see the necessity to systematically examine and document the effectiveness of my own teaching and students' learning. Though recognition as an excellent teacher has given me confidence to share my experiences and teaching practices with colleagues, quantitative and qualitative evidence from SoTL research provides objective insights into the effectiveness of my teaching practices. This means I can share my practices with more certainty. I will continue to show educational leadership by, for example, working with colleagues in the courses that I coordinate to provide more effective feedback to students. I will also connect and collaborate with colleagues from other departments/ faculties to discuss, address and systematically investigate some of the challenges we face, and propose ways to engage students to learn through designing assessments and providing feedback.

Figure 2. *The prism of facilitation*

Account 4: Lecturer to Senior Lecturer

In this personal narrative, I focus on two areas that I consider significant in my journey. First, I consider the articulation of my teaching philosophy as crucial to framing my teaching praxis. Second, I believe that the scholarship that I have produced over the past seven years has lent me credibility as a teacher of writing and communication, as a disciplinal expert, and as an education researcher. This scholarship consists of research in the discipline and in scholarly teaching, both of which inform my pedagogy and the substance of what I teach.

My teaching philosophy, which I have developed over 16 years (the first eight years in the Philippines and the rest in Singapore), views the teaching-learning process through the prism of "facilitation" (author) (Figure 2). I believe the teaching-learning situation in the classroom should be a negotiation where both teacher and students are co-learners in the process. I believe that the teacher as a facilitator ought to be conscious of critical questions, critical participants, and critical moments (Victor, 2000). These three elements are vital in enacting various modalities of teaching, and to a large extent, they resonate Shulman's (2005) habits of the mind, heart, and hand as they pay attention to content, source, and flow.

"Critical questions" allow teachers to draw out ideas and reflections from students; they are communicated when teachers perform their roles as evaluators and organizers (Berdine, 1986; McDaniel, 1984; Rocca, 2010). "Critical participants" refer to students who are potential resource persons and who have something to bring to the discussion table because of their life experiences. On the other hand, they may also refer to students who may not be fully involved in the classroom activity and discussion and may require more sensitivity and more focused guidance from the teacher. "Critical participants" are identified and tapped when the teacher acts as an empathizer and a motivator (Jones, 2008; Rocca, 2010). "Critical moments" are situations that necessitate sensitivity towards the flow and tenor of the discussion. They are manifested by strong disagreements towards major points in the classroom discussion or by vibrant interactions among students in the class. They are moments that require teachers to act as impartial mediators and traffic enforcers (Wardale, 2013). By raising critical questions, encouraging and motivating critical participants, and being sensitive to critical moments, the teacher as a facilitator becomes a process observer—one that ensures that the entire education process becomes enabling and empowering (Freire, 1984; Ortigas, 1997). This set of beliefs has guided my teaching practice over the years, especially in my journey at my university, the National University of Singapore. Specific practices that I perform in and out of the classroom to adjust to the special and unique circumstances that I find myself in have helped me fine tune and reconstitute these teacher beliefs.

The second element that I consider significant in my journey has to do with my scholarship. The Educator Track has undeniably opened up a space for Lecturers to pursue research largely in teaching and learning. Notwithstanding this emphasis, I have engaged in research initiatives that are discipline-oriented primarily because I cover and discuss discipline specific content in my courses. The journey has not been as smooth as I expected, because pedagogical research seems to be given premium in the Educator Track. At some point, I felt there was uncertainty as to whether my discipline-related research would be useful for my promotion at all. Nevertheless, I persisted on doing discipline-re-lated research while getting involved in initiatives that have to do with SoTL. Specifically, my disciplinal research focuses on the intersections of rhetorical theory, public discourse, and society. In developing my portfolio and in my interview with the university evaluation committee, I asserted that my disciplinal research has enabled me to inculcate among my students the theory and practice of "rhetorical citizenship" (Kock & Villadsen, 2012, 2014, 2017) - that is, exercising their membership in a society or polity through responsible discourse in order to cultivate productive public discussion and to enact social change. I do so not just by discussing other people's work in class, but also by demonstrating through my discipline-related scholarship that I myself engage in both the theory and practice of rhetorical citizenship.

My particular research engagement has lent me credibility not only in discussing the intersections of rhetorical theory, public discourse, and society in my classes, but also in imparting insights on the processes and complexities of writing scholarly essays to my students. Through the discussion of content and values emergent from class readings and from my own research and publications, I develop among my students the virtues of reasonability, respect for others' views including contrarian ones, and self-reflexivity. And in drawing ideas from my own writing practice, I demonstrate the need to develop earnestness in the writing process and an appreciation of the rigor of academic work.

Account 5: Senior Lecturer to Associate Professor

My narrative focuses on a personal journey in professional growth and attempts to illustrate educational leadership. In framing my narrative, I draw upon Quinlan's concept of "leadership *of* teaching *for* student learning" (2014, p. 32) and her model of creating an environment for holistic learning (see Figure 3).

Quinlan (2014) argues that while leadership in research is important in a research-intensive university, leadership in teaching and learning should also receive prominent attention. She posits that education at the university level is not just about skills, knowledge, and competencies, but it also concerns the growth of individuals "emotionally, spiritually and morally as embodied people in society" (2014, p. 33). Quinlan's model of a holistic learning environment connects three key elements in a broader socio-political landscape – the organisation that includes its culture, community (curriculum and co-curriculum), the leaders as individuals who are self-reflexive, and the scholars as leaders who have content and context knowledge. Quinlan is cautious in associating educational leadership to formal positions and holds the belief that impact can be observed in informal contexts without a formal designation.

So, how does this connect to my narrative? There are two key areas that I intend to illustrate – first, leadership could be demonstrated through our teaching as a scholarly teacher; and second, learning occurs beyond the confines of the classroom. Shulman's (2005) three structures of what do I teach, how do I teach, and why do I teach like this are integrated in my case narratives.

Let me start by sharing one of my beliefs as an educator, namely a student-focused approach (Trigwell, Prosser & Taylor, 1994). My commitment is to create and/or leverage on a learning environment that provides ample opportunities and avenues for my students to maximize their potentials and enhance their learning, through a "nurturing" approach (Collins & Pratt, 2011; Pratt et al., 2014). One of five perspectives in the Teaching Perspectives
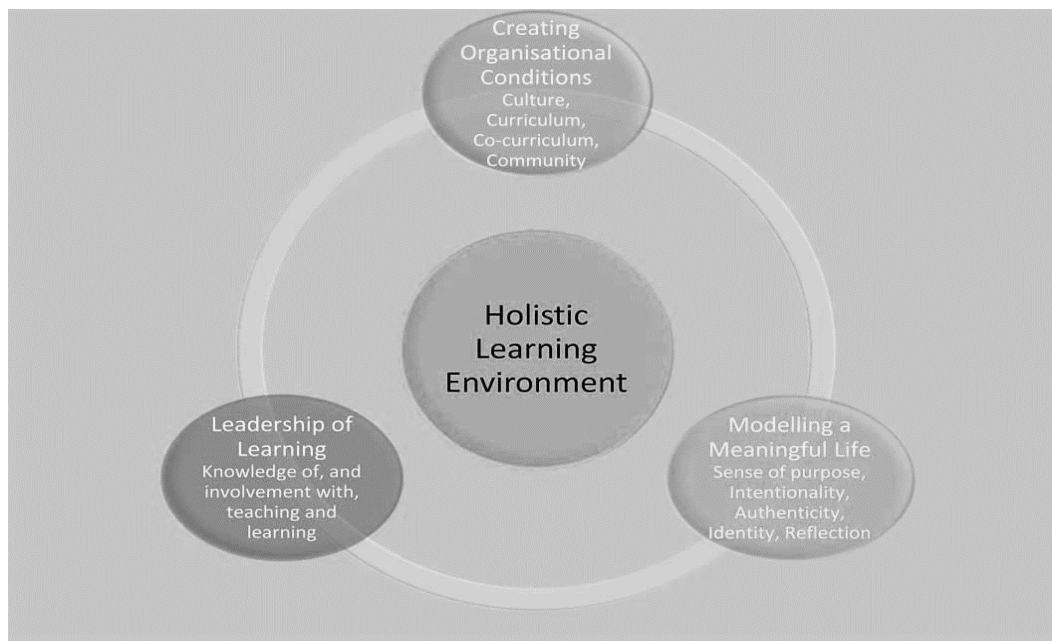
Figure 3. Creating an environment for holistic learning

Inventory, Pratt et al. (2014) define a teacher with the nurturing perspective to hold the view that learning happens when students work in an environment where they are not afraid of failing. The teacher therefore creates a trusting environment, works with the students to set goals that are challenging yet achievable, and supports them in achieving these goals. It also implies that the context and demand must be relevant, applicable, and realistically challenging to the students' cognitive ability as they attempt related tasks, and when working with others within respective communities.

My first illustration is about my experience teaching communication and writing modules at the Yong Siew Toh Conservatory of Music (YSTCM). As the only full-time Lecturer in the initial stage, I had the opportunity to re-design the syllabi and materials of six modules. These modules were part of a re-conceptualisation exercise that culminated in a communication and writing framework presented to and accepted by the university's Board of Undergraduate Studies. For relevance, in re-designing, I consulted the YSTCM content Lecturers and management to understand the needs of the Conservatory. When the modules were implemented, perspectives from the students and colleagues teaching the modules were constantly sought. In addition, students' progress in writing was traced and analysed, from their first to final assignments. With insights drawn from multiple evidence, further dialogues were held with the key stakeholders for subsequent enhancement of the modules. What started as an individual endeavour became a collective and collaborative effort when other colleagues joined the teaching team.

My second illustration connects with involvement in out-of-classroom experiential learning programmes. In enhancing learning and application, I initiated a revamp of a student leadership programme - *Essentials of Student Leadership*. Offered every start of the academic year in multiple 2 to 3-hour briefing sessions, they familiarized student leaders with information, such as policies, events management, financial knowledge, and governance required to independently manage a student organization. Feedback on these lecture-style sessions was that students seldom paid attention, motivation was low, and retention was limited

as seen from the mistakes that student leaders made even after attending the briefing. I suggested a flipped approach (Abeysekera & Dawson, 2015; Baker, 2000; Berrett, 2012). Briefing content was converted into bite-size e-lectures, complemented by illustrations using real cases. Student understanding was assessed through scenario-based e-quizzes. For the face-to-face hands-on workshop, the case study approach was implemented. Feedback from more than 250 student leaders participating in the first iteration showed a marked increase in attention and interest. Participants shared that learning was active and relevant. In addition, retention of what was learned improved.

As posited by Quinlan (2014), student learning is core, whether academic or co-curricular. What I have shared are my experiences as a teacher in an academic setting (namely the YSTCM illustration) whose educational leadership is ground-up, and as an administrator-educator in an out-of-classroom setting in contributing to students' holistic development. The journey of educational leadership, I believe, is a journey of professional development as well as individual growth.

DISCUSSION

In this section, we explore our narratives to highlight similarities and differences in the roles and identities of Instructor, Lecturer, Senior Lecturer, and Associate Professor on the Educator Track.

Using Kern et al.'s (2015) DART model, the shift from Instructor to Lecturer on the Education Track reflects development along both levels of formality and privacy. Notably, from teaching ready-made classroom materials and making minor revisions to these, to more formal teacher autonomy. This increasing freedom of expression reflecting growth in this participant's "Habits of the Mind" (Shulman, 2005) is manifested in the production of new course materials based on the teacher's continuing specialisation. The development is exemplified by an increasingly complex discourse about the teaching of rhetorical analysis and argumentation. This also leads to evidence-informed research and its sharing at international conference level and their proceedings. In the narrative, there is also a developing awareness of the critical role

of the educator and a deepening commitment to the socio-political nature of language teaching. This commitment is a strong identity marker in the recount and tends to demonstrate that as dedication to students' learning grows through SoTL, the teacher's values or "Habits of the Heart" (Shulman 2005) simultaneously develop. This might also be linked to the centrality of agency and awareness of an ability to enact change. In sum, the shift from Instructor to Lecturer role sees experience of research, teaching, learning, and knowledge accrued, producing an increasingly complex "intra-individual coherence" (Robertson, 2007, p. 551).

The progression from Lecturer to Senior Lecturer is clearly linked to a further concentration of SoTL, and a development of Shulman's (2005) three structures "Habits of the Hand", "Habits of the Mind", Habits of the Heart", which simultaneously construct a complex spiral of research on practice. The sharing of teaching practices and research tends to occur to evidence the effectiveness of teaching practices. Two of the three participants at this stage of development discuss the importance of systematic inquiry to facilitate student learning. The effectiveness of SFL for teaching writing is described as an action research cycle; so too is developing higher order reflection through the setting up of multi-modal peer feedback processes. Both sets of case study research result in multiple formalized public sharing settings to evidence effective teaching. Thus, it appears for these participants that "Habits of the Hand" and "Habits of the Mind "are particularly prominent in the first two accounts as the reasoning behind practice is student uptake. The other lecturer to Senior Lecturer participant also goes into detail about facilitating student learning but links it to his conception of praxis. In particular, he explores how through his SoTL, he is now able to conceptualize his work using a prism of facilitation. This figure presents different facets of teaching, such as seeking to engage students in critical reflection and dialogue. Thus, focusing on developing students' criticality has become an important element of his educator identity. It appears that this participant gives prominence to "Habits of the Heart" and why do I teach/research like this? The answer being to develop a critical pedagogy. In sum, at both Lecturer and Senior Lecturer level, having theoretically grounded teaching is essential. All three Senior Lecturer participants also have a strong awareness of their progressive roles (Ylijoki & Ursin, 2013) and their agency for change through their teaching and research. Whereas the Lecturer was moving into the area, there is a solid positioning of these Senior Lecturers in the upper right quadrant of Kern et al.'s (2015) DART model. Finally, on this level, it is possible to employ Shulman's (2005) three structures to show how there might be differing prominence given by participants to their practices.

As with the prior four narratives, the Senior Lecturer to Associate Professor stresses the success of the students as the most important outcome of professional activity. Shulman's (2005) three structures: "Habits of the Mind", "Habits of the Hand" and "Habits of the Heart" are deeply connected to a student-centric philosophy, which appears to be inherent across all the levels of analysis provided on the Educator Track accounts. Additionally, as with the other narratives, action research leading to publicly formalized sharing of practice is discussed as well as agency for change. Similarly, there is a strong association to theorising practice. To discuss "Habits of the Heart", this last narrative draws on Quinlan's (2014) model, which goes beyond the "intra-individual coherence" (Robertson 2007, p. 551) to focus more on the community of teachers and student organisations. Therefore,

it goes beyond content specialism, and classroom research, to include a wider contextual specialism and more diversified knowledge of the curriculums of a wider community, as department or faculty, or student body. This is evidenced in module development involving a group of Conservatory of Music content Lecturers. Linking further to Quinlan's (2014) leadership of learning in this recount, contextual specialism is also demonstrated through the development of a module entitled "Essentials of Student Leadership". Thus, involvement in coordinating campus life is viewed as prominent for this participant's reflections on educational practice. This view again frames this educator's active engagement both inside and outside of the classroom.

Analysing these different accounts as an ensemble, it is possible to observe a developmental process with seemingly distinct stages. However, it is also evident that all Educator Track participants converge on Kern's upper right quadrant (SoTL), with the systematic public sharing of their teaching practice as evidence of student learning. As a relatively new professional pathway developed from the previous 'Teaching Track', potential stereotypes might exist regarding its nature. Teaching in higher education is not only transferring ready-made knowledge nor is excellence in teaching only measured by end-of-semester student evaluations or student assessment scores. As evidenced in our accounts, scholarship on this track is essential and an inherent part of learning to be an educator. Providing effective teaching and sharing that knowledge with the higher education community is a complex process of scholarship. As with the traditional Academic Track, the theory-*research-practice* trichotomy that Peterson (2000) suggests is clearly fundamental. What might be different is the focus on evidencing student learning that the Educator Track participants all prioritize in their everyday practice.

Our findings have implications for universities themselves. Our accounts of professional growth on the Educator Track indicate that it is important for universities to support staff progression by having a strong educational development program. Universities can achieve this by investing in a service unit that offers workshops and other opportunities to learn about research on high quality teaching and learning. Another implication following on from that, is that universities need to allow younger members of staff to apply the ideas from these developmental programmes. Application of research on high quality teaching and learning can be facilitated by younger members of staff given opportunities to create or at least to modify existing course templates and formats.

CONCLUSION

In this paper, we have provided a novel approach to tracking career paths on the Educator Track by applying frameworks from Kern et al., (2015), Shulman (2005) and Quinlan (2014). However, it is important to recognize that there are only five narratives at three levels (Instructor-Lecturer; Lecturer to Senior Lecturer; and Senior Lecturer to Associate Professor) in one English Language Centre, albeit at a leading research-intensive university in Asia. More narratives from tutors on the Educator Track in different circumstances to represent other disciplinary fields as well as geographical areas need to be collected to ascertain if the frameworks applied here can be exploited across contexts. To conclude, we have offered personal accounts of some of what we and our institution deem as excellence in scholarly teaching evidenced by our promotions along the Educator Track. We have then high-

lighted similarities and differences in our roles and identities from Instructor to Associate Professor. From our accounts, it is clear that being a participant on the Educator Track means having an inquiry mindset and a dedication to constructing an evidence base to develop knowledge about teaching and learning and to guide future practice. We hope that these accounts might help further understanding about the diversity of the Educator track, as well as make evident that participants share similar goals for their practice. We also hope that we provide insights into what it means to develop on the Educator Track at a research-intensive university.

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