COLLABORATION AS A PATH TO PROFESSIONALIZING LEADERSHIP:

INSIGHTS FROM L2 WRITING TEACHERS' NARRATIVES

by

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Abstract

Institutions of higher education (HE) and language programs (LPs) are ecologies or complex adaptive systems whose components constantly interact to create innovation and change (see Larsen-Freeman & Cameron, 2008; Lichtenstein et al., 2006; Pennington & Hoekje, 2010a, 2010b; Uhl-Bien et al., 2007). As part of these complex dynamics, instructors interact with other system components, which causes adaptive change behavior to emerge. Such a view of teachers is congruent with literature that defines faculty as change agents and arbiters of mission and vision who are central to the planning, decision-making, and administrative processes (Astin & Astin, 2000; Pennington & Hoekjie, 2010b; Rowe, 2012). Such conceptualizations of faculty leadership reflect more recent understandings of leading as a collaborative, polycentric, non-hierarchical, contextual, situational, and often unpredictable process, carried out in pursuit of a shared goal (Bolden et al., 2008; Crosby, 2016; Harter, 2009; Ruben et al., 2016; Simkins, 2005).

An obstacle to this role of teachers as leaders is the widespread divide between faculty and administrators (i.e., perceived leaders) in HE institutions (Bolman & Gallos, 2011). The rise of managerialism has exacerbated this "architecture of disconnection" (p. 67) by fostering bureaucracy and centralized power structures that intensify the tensions and lack of shared experience among institutional silos (Simkins, 2005; van Ameijde et al., 2009). Additionally, the rapid growth of non-tenured part-time faculty often leads to the *de facto* exclusion of teachers from curricular and organizational decisions (Kezar & Sam, 2010).

Against this background, this dissertation investigates the role of second language (L2) writing instructors as leaders in their institutional ecologies. Adopting Complexity Leadership Theory (CLT) as its conceptual lens, the research is interested in how teachers' participation in collaborative professionalization leads to leadership-related outcomes. In other words, the study

explores instances of how, when, and why teacher professionalization and teacher leadership coincide (*professionalizing leadership*). To this end, the research uses the three leadership functions associated with CLT (Uhl-Bien et al., 2007) to explore how innovation, creativity, and adaptive change behavior emerge through collaboration (*adaptive leadership*), what pressures and incentives lead to collaboration and the interaction of system agents (*administrative function*), and what conditions 1) catalyze emergence and 2) make the innovation productive at the institutional level (*enabling function*).

Effectively a form of border or boundary crossing (see Crandall & Christison, 2016; Tsui & Law, 2007; Wright, 2010), collaboration seems particularly promising when it comes to understanding how the interaction of system agents (i.e., teachers) leads to the emergence of innovation, creativity, and adaptive change behavior. While the benefits of collaboration regarding teacher epistemologies, identity formations, and best practices are documented in (L2) writing contexts (Ferris, 2007; Pella, 2011; Scott & Rogers, 1995; Winer, 1992), however, scholarship on L2 writing teacher professionalization (with implications for leadership practices and involvement in the administration and decision-making processes) in general is sparse (Hirvela & Belcher, 2007). Furthermore, few sources in the field of higher education leadership seem to explicitly acknowledge the role of instructors as leaders. Lacking specifics of what synergies lead to emergent behavior or how teachers' roles, attitudes, or levels of awareness influence this process, those which do often provide an incomplete picture of the relationship between collaborative forms of professionalization, teaching, administration, and leadership (see Astin & 2000; Kezar & Sam, 2009; Marshall et al., 2011).

To explore these aspects of instructor leadership, the research draws from two qualitative methodological approaches. A descriptive multiple case study design (Baškarada, 2013; Baxter

& Jack, 2008; Kezar & Lester, 2009; Merriam, 2009; Steadman et al., 2018) was adopted to study the complex phenomenon of teacher leadership through multiple data points and lenses while also accounting for the important factor of context in complex dynamic systems (see Larsen-Freeman & Cameron, 2008). The bulk of the case study data is made up of teachers' narratives (see, e.g., Clandinin, 2006; Kayi-Aydar, 2017, 2018; Liu & Xu, 2011; Nishino, 2012; Rodriguez & Polat, 2012; Ruohotie-Lyhty, 2013; Tsui, 2007; Yuan & Lee, 2016) about their subjective experiences with professionalization and leadership.

One major finding of this research is that the concepts of professionalization and leadership, as articulated by the participating L2 writing instructors, share a large amount of conceptual overlap. This suggest that these teachers are capable of embracing diverse, flexible, and intersectional[1] roles which allow them to exhibit leadership behavior. Another major insight gathered from this inquiry is that a wide range of collaborative professionalization activities and practices can effectively produce diverse leadership-related outcomes, such as improved teaching practices, gain of declarative knowledge, or enhanced empathy for students and their needs. A third major finding is related to how innovation, creativity, and adaptive change behavior become productive at the institutional level. Through analysis of teaching artifacts such as lesson materials or workshop handouts, the study uncovers that a variety of catalyzing conditions, with a supportive institutional culture being one of the most important ones, can allow best practices and innovation to become formalized beyond the collaborative space. This dissertation holds rich implications for teacher trainers, administrators, and instructors who wish to foster the role of writing teachers as leaders in their institutional contexts.

[1] "intersectional" in this research refers to roles, duties, and responsibilities which are not confined to traditional understandings of, for instance, teacher, leader, or administrators. As such, an instructor who also serves as course coordinator, for instance, inhabits an intersectional space.

"*I don't think any of the development and leadership would have been possible without a program that valued collaboration.*"

Gordon

1 Introduction: Scope and Statement on Positionality

As I complete this dissertation project in the final stages of my PhD journey, I define myself as multiple things professionally: L2 writing person, teacher, teacher educator, researcher—but first and foremost, when people ask me what I do, my response usually begins with, "I specialize in educational leadership and language program administration" (LPA). The conscious choice to make this area my main professional focus and to build an alt ac career track makes me, so it appears, the exception to the norm. In fact, most L2 professionals who become involved in administration and leadership do so because they somehow stumble into these areas and roles. Griffith (2006), for instance, writes, "Experience as faculty members usually does not provide the requisite training or preparation for the demands made on those responsible for higher educational leadership and management" (p. 67). In a survey study with 106 ESL program administrators, Panferov (2012) found that 87% of the participants "had not had any formal training specific to their assignment as a program administrator prior to assuming their first administrative position" (p. 7). In the same vein, Tannacito (2013) concludes that the majority of program administrators in the field of English language teaching have disciplinary credentials in the form of advanced degrees but typically "learned the administrative side through experience and self-study" (p. 1). Tannacito continues,

> No degrees are yet offered specifically in language program management, but certificates or diplomas may be earned at the School for International Training and the Monterey Institute of International Studies in the United States. Despite the fact that, for many years, courses in program administration have been proposed as essential to teacher development, only a few MA/MEd or PhD programs in North America offer them

(University of Arizona, University of Utah, and Georgia State University are exceptions). (p. 1)

Considering that Tannacito mentions the University of Arizona explicitly, it may sound ironic that I, too, stumbled into the area of administration and leadership rather unintentionally when I was first nominated to be representative for the English Graduate Union (EGU) on our Writing Program Assessment, Curriculum, and Action Committee (WriPACA) in 2016. From there, I would stay involved in the graduate union and seek other service and administrative appointments inside and outside our department. Mid-program, for instance, I co-organized my PhD program's weekly colloquium and worked as Writing Program Placement Advisor for two consecutive summers, advising students on course choices, assisting with international student placement, and redesigning the placement exam for domestic students. Later on, I co-chaired EGU's Committee for Equity, Diversity, and Inclusivity (EDI) and served as EGU representative to my program. My final position on the graduate union was as co-chair in 2019.

As a graduate student, I have always appreciated these opportunities to serve my department, program, and university community. The kinds of professionalization I engaged in in each position were, in fact, more than career preparation or 'CV packing' to me. Going outside of my primary professional roles as graduate instructor and PhD student has allowed me to see the bigger picture, and wearing multiple hats at the same time has shaped my understanding of the deeply complex nature of higher education and the profession of language teaching. With each new role, I was able to expand my frame of reference beyond the narrow teaching context of my composition classroom that I started out with at the beginning of my graduate career, comprehending with increasing depth and at an ever-growing rate the intricacies of what it means to be an L2 professional in higher education. With this intersectionality of roles

also came a growing appreciation for collaboration and others' viewpoints and input. Such positive views of crossing boundaries between roles are described by Tannacito (2013) also:

> taking on administrative functions, either part time or full time, should not be regarded as a burdensome distraction but as a valuable asset. Becoming [a language program administrator] enables a teacher to promote cultural understanding, effect educational change, and grow personally and professionally. (p. 3)

Tannacito (2013) claims that such commitment and expertise is increasingly needed from teachers due to the growing presence of international and multilingual students in our institutions. As this argument suggests, then, the cross-over between teaching, administration, and leadership only becomes meaningful if it is seen within the broader purpose of L2 learning and teaching at the university level. When we ask ourselves what the goal of language instruction is, we, as a professional community, may come up with a number of different responses, but one unifying or recurring theme, at least from my perspective, appears to be that teaching is about helping our students grow and learn—not just in the sense for them to become proficient language users or experts in their future profession or discipline but, ultimately, to be productive members of their communities, to be democratic citizens, and to act as transcultural, global, and open-minded citizens.

In my humble opinion, the current state of higher education, though, has become a real roadblock to serving our students and to pursuing knowledge, innovation, and democracy. In his work on a neoliberal higher education, Giroux (2009, 2014), for example, writes about how the anti-democratic pragmatism that neoliberalism is has undermined core values and principles of education such as democracy and social justice by turning education itself into a product where

quality standards demanded by the 'customer' and constant accountability for the teacher have become the baseline for learning and achievement (Giroux, 2009, 2014).

The more recent developments in the educational landscape do not seem to leave a lot of room for optimism either. Although Joe Biden's electoral victory has been seen as a drastic correction of course, away from the Trump administration's anti-intellectual and anti-educational agenda (see also Kelderman, 2020), the challenges we face in the post-Trump era have not, by any means, become less threatening or worrying, as Michael Vasquez wrote in a short piece which appeared in the Chronicle of Higher Education in November of 2020:

> Biden must first rescue a system beset by pandemic-induced crises that threaten to consume it. Deep financial problems stemming from enrollment drops and increased instructional expenses have forced thousands of layoffs and left an unknown number of colleges teetering on the brink of failure. (hyperlinks removed)

As a result of my own intersectional trajectory as a higher education professional, I firmly believe that only the higher education community *as a whole* can develop productive solutions to these issues and guarantee that institutions, departments, and programs have the ability and resources to focus on one of their key duties, which is to support students in their academic, intellectual, and personal growth. To be precise, I am convinced that all teaching, if it is to fulfill this purpose, can never happen in isolation from other institutional layers, processes, or stakeholders, such as colleagues, administrators, or external persons. Because my professional experience as an educator, administrator, and scholar is so clearly marked by the intersectionality of classroom, administration, and leadership, I have always understood them to go hand in hand: What happens in the individual classroom cannot be ignored by those in official administrative and leadership positions. On the flipside, instructors should take a genuine interest in the

administrative processes and general trends not only in their department or program but also in their institution, professional field, and higher education as a whole. If the individual voices, perspectives, and practices in an institutional context are out of sync due to a lack of mutual interest or understanding, higher education and its units cannot achieve their mission, nor can they effectively envision practices that help us address the challenges of the future.

This fundamental premise, that teaching should never be an isolated or insular practice, underpins this dissertation and its interest in the extent to which collaboration for professionalization purposes constitutes a central leadership function in higher education settings. My very own experiences which have informed this position were all situated in a department and program where shared leadership, collaboration, and teacher involvement in the decision-making processes are the norm rather than the exception. This is not to mean that I never witnessed tensions or suspicion among different groups in my institution—if we are honest, these seem like a natural byproduct of any space where humans interact. But in my very immediate lived experience as a PhD student, L2 writing teacher, and higher education professional, particularly as I was slowly beginning to get involved in service and administration in the early stages of my degree, I would often witness how such hurdles were overcome or at least mitigated through dialog and compromise.

For this reason, a label like "graduate instructor," "adjunct," or "assistant director," in my mind, did not confine the individuals described by these terms to a particular 'camp' or group within the same department or program. Group affiliation seemed normal to me; yet the concept itself came with the assumption that productive synergies with other groups and stakeholders are possible and even normal: The prevalent impression in these early stages of my administrative trajectory was that teachers and administrators (or formally recognized leaders) exchange ideas,

and that despite occasional frictions or group think, instructors do have a say through committees, professional development positions, administrative opportunities, and so on.

This idealized view of what makes an effective institutional setting was disrupted in 2018 when I was enrolled in a graduate seminar on educational leadership. Through our course readings and discussions in class, I learned that in contrast to my idealist understanding, teaching personnel and administrators often have completely separate experiences in that their professional realities are frequently characterized by a lack of exchange, cooperation, and trust. Case in point: Risa Palm (2006), an administrator herself, titled one of her articles about her own trajectory, "Perspectives from the Dark Side: The Career Transition from Faculty to Administrator." While the intent here was seemingly to be playing with a common (and maybe sometimes inaccurate) perception in higher education of what it means to lead in the role of an administrator, the title nonetheless shows the contentiousness of the institutional siloization which underlies personal and professional relationships in higher education settings.

This very tension was the starting point for my dissertation. I could not fathom that instructors and administrators (or perceived leaders) had so much contempt for one another. It simply did not square with my own frame of reference. I will admit, however, that the longer I have been involved in administration and leadership, the more perceptive I have become to issues stemming from institutional silos in higher education. At the same time, my conviction that such a professional culture poses a severe impediment to innovation and change, as it fails to support productive solutions to the challenges which surround us, has grown ever since.

So, as I was pondering what my dissertation could focus on, I realized the need, first and foremost for myself, to shed light on the complex relationships between classroom, administration, and leadership. My thinking in these early stages of the dissertation phase was

that if these synergies are lacking, an institution cannot run effectively, and that I would not be able to make a positive contribution to rectify this situation unless I understood this predicament better. By laying out my own trajectory, I have also tried to make a case that there are urgent reasons for the L2 community to investigate how instructors can lead, for instance, by becoming actively involved in the administration and decision-making processes—the least being that administration and leadership require a different mindset and skill set which will not simply transfer from or be acquired through teaching experience alone (see Griffith, 2006; Palm, 2006; Tannacito, 2013).

In keeping with this goal, I conceived, designed, and executed this dissertation research wearing my hat of junior administrator—a persona who is deeply dedicated to the concept and process of leadership, both in higher education and language teaching contexts. As I said before, though, while I consider this to be my primary role as the author of this monograph, I am also an applied linguist, language educator, and researcher. My dissertation inhabits this intersectional space of professional roles: Its approach, design, and scope are an attempt to capture the complex and intertwined nature of *administration*, *research*, *teaching*, and, as an overarching principle to all three, *leadership*.

What my dissertation does specifically is explore the role of second language writing teachers as leaders in their institutional contexts. As trained pedagogues and skilled experts, L2 writing instructors are central to achieving the mission of their unit, program, department, and/or institution. In their everyday business with colleagues and learners, they identify challenges, potentials, and novel pedagogical approaches, and in doing so actively help to shape the institution's future goals and direction. Despite teachers' important role in these leadership practices, many institutions in higher education are characterized by a sharp divide between

administrators on one side and faculty on the other side. The relationship between the two groups often distinguishes itself by a lack of exchange, cooperation, and mutual trust, as I have pointed out before.

Adopting complexity leadership theory and institutional ecologies frameworks, this work refutes the idea that institutions are hierarchically managed from the top down; rather, they are seen as complex, living, and ever-changing organisms in which resources, components, and people constantly interact and lead to change, which makes teaching and leading inseparable from one another. Against this background, my research looks specifically at writing teachers' interactions in collaborative spaces, why they engage in collaboration, and to what extent the professionalization they engage in in the collaborative space amounts to innovation and leadership. In the study, I primarily asked teachers to produce narratives about their specific ideas and subjective experiences with collaboration, professionalization, and leadership.

A central question in my study was to explain how the innovation which is borne out of collaboration for teacher professionalization becomes productive at the institutional level. To investigate this aspect, I decided to focus on, among other things, L2 writing teachers who have access to both classroom and administration, and through the administrative work and multiple roles have contributed to the negotiation of tensions in favor of adaptive change behavior. Beside the de facto leadership practices which stem from these collaborative efforts, the study also investigated teachers' attitudes toward leadership and their views of themselves as leaders. To gain a more holistic picture, administrators in second language writing contexts provided insights about current developments in teacher professionalization and shared leadership.

As an aspiring leader of higher education and LPA, I value this dissertation as an important step for me to grow professionally in this capacity. According to Ruben et al. (2016),

"[t]he two critical aspects to personal leadership development are learning and change" (p. 167). This coincides with current understandings of leadership as a life-long process of inquiry, reflection, sense-making, self-awareness, self-care, and goal setting (Bolman & Gallos, 2011; Ruben et al., 2016). According to these authors, leading is a "personalized, subjective, and creative action that is subject to individual strengths, weaknesses, and idiosyncrasies" (Ruben et al., 2016, p. 100). In keeping with this premise, this monograph does not necessarily reflect traditional, positivistic, tenure-style research but is much more applied, experiential, and phenomenological in nature. While it is, of course, grounded in previous scholarship and theory, it is, after all, an empirically based inquiry and extensive reflection into how I believe L2 instructors' leadership practices can, in the face of managerialism and neoliberalism, contribute to stronger institutions and more critical L2 instruction that is sensitive to the needs of students, teachers, and administrators in institutional ecologies.

Both leadership and teacher professionalization are inherently multi-faceted and multi-dimensional areas of study. To find a gap worth addressing, I did not exhaustively review all or close to all previous research in these areas. Rather, the highly complex concoction of collaboration, leadership, professionalization, administration, L2 writing, narrative design, and case study design that this dissertation embodies reflects my personal history, subjective epistemologies, and identity formations as a graduate student, L2 writing teacher, educator, scholar, and administrator. As such, my dissertation research draws on ideas and concepts I am familiar with, value, am drawn to, make sense to me, and that I believe to be valuable in helping me develop as a leader who recognizes the importance of teaching personnel in the leadership process. In this sense, the dissertation achieves three major goals:

1. In the traditional sense of a milestone in a Doctor of Philosophy degree program, it contributes to the advancement of the field of second language learning and teaching, shedding light on the areas of L2 writing teacher professionalization, the scope of L2 writing, administrative developments in L2 writing settings, and L2 writing instructors' leadership practices and views of leadership in their individual institutional contexts. Focusing specifically on the relationship between collaborative forms of professionalization and leadership, the research is particularly interested in the synergies between the L2 writing classroom and the administrative apparatus (or formalized leadership structures) as they emerge, are mediated, and are harmonized in collaborative spaces for professionalization and beyond (i.e., at the institutional level) for the benefit of the pedagogical and administrative practices in the institutional ecology.

   More specifically, the example of applied research this dissertation represents attempts to identify and describe productive approaches to leadership by mirroring the professional realities administrators and leaders in higher education settings regularly face: It starts with a tension or dilemma—"How can L2 writing instructors effectively contribute to the leadership practices in their departments or programs?"—for which it then attempts to provide answers in the form of empirical research.
2. Beyond this more typical function of a dissertation, i.e., the purpose of showcasing a candidate's ability to design and implement research for the sake of creating and disseminating knowledge, my dissertation project also serves the professional needs of myself as an aspiring administrator and leader in higher education. It is important to note that because of this major objective, I do not pretend or attempt to objectivate my role as a researcher in reviewing, selecting, and applying previous scholarship and frameworks

in my work. In this sense, the dissertation reflects the multiple explanatory frames, disciplinary areas, and concepts and theories which have informed my thinking on this topic. Although this made the research messy and challenging at times, as I had to constantly keep my own biases and preconceived notions of teacher learning and leadership in check, combining these different ideas into a unique frame of reference has allowed me to see and approach the complexity which underlies the leadership process in higher education settings from a productive angle.

3. This dissertation is also an attempt to impose, through the lens of a person (me) who specializes in administration and leadership, logic and structure onto the highly diverse and often contradictory literature on leadership. While the research I present here is my very own concoction and may not be applicable to other leaders or contexts, I try to show how leadership practices must rely on a personally, contextually, and situationally appropriate frame of reference to be productive. Again, in this context, subjectivation of the research process and purpose is not to be confused with randomness, idiosyncrasy, arbitrariness, or negation of empiricism.

    Rather, I understand this aspect of the research design as an opportunity for myself to test my very own epistemologies and identity constructions as a higher education and second language professional who is invested in leadership and the leadership of teachers in particular. An easy way to illustrate this is by focusing on the narrative approach I chose to employ. Using the complex ecology that institutions, departments, and programs are as a frame of study for leadership behavior, to me, seemed unmanageable and quasi-impossible. In keeping with contemporary leadership theory, and complexity leadership theory in particular, leading happens in various instances at

different levels and in different pockets all simultaneously in an ecology. It seemed unrealistic to be able to capture the complex emergence of adaptive change behavior and innovation within an entire system, and so I chose to start my inquiry with one component of that system, namely the instructors and their subjective experiences. While these personal impressions may not always be an accurate description of the behavior of the system as a whole, individual people can still be powerful forces that push and pull all other components into particular directions, and in doing so create or negate the emergence of innovation and better practices. Leading often comes down to these individual levels, and so understanding individual instructors' impact in the leadership process appeared to be a promising start for me in answering my research questions.

2 Literature Review, Background, and Rationale

The purpose of this literature review is three-fold:

1) It established the overall goal of the dissertation, which is to both argue for and explore the role of teacher professionalization as a central leadership function in higher education settings and language program ecologies.
2) It lays out, in conjunction with the methodology section, the scholarly, conceptual, and theoretical frameworks which have informed and shaped this overall purpose of the inquiry and its associated research question. In other words, this chapter will outline, discuss, and connect with each other the scholarly contributions which have informed my interest in L2 writing teacher leadership, including how L2 writing teacher professionalization and leadership are conceptually related.
3) In discussing the frameworks underlying the dissertation's goal, research question, and design of this research, the literature review will pinpoint gaps in the existing literature as they relate to L2 writing teacher professionalization as well as instructor leadership in higher education settings.

The discussion of L2 writing teacher professionalization as a central leadership function in L2 writing settings in higher education will depart from a brief synopsis of scholarship on complex systems, ecological views of institutions, and changing leadership paradigms in HE contexts. After drawing conclusions from this literature for the role(s) of teachers in institutional ecologies, I will establish, discuss in more detail, and support with specific examples the role of instructors as leaders in HE.

These theoretical accounts and desiderata for teacher leadership will be complemented with a close examination of the oft-insular nature of groups within HE settings. An epitome of

the institutional silos in HE, the common divide between faculty and administrators will be defined as a major impediment to instructor leadership.

Identifying a lack of operationalizability as a major shortcoming in recent scholarship on non-traditional and non-hierarchical leadership, this chapter will then lay out how Complexity Leadership Theory (CLT) can serve as a suitable framework to understand, clearly conceptualize, and implement teacher leadership in HE contexts.

To lay the groundwork for the idea that teacher professionalization constitutes a central leadership function, the literature review will then proceed to give a concise summary of the knowledge and insights we have attained so far regarding L2 teacher professionalization. This discussion will highlight L2 writing teacher professionalization as an emerging area of interest which, to date, remains in need of further exploration.

By mapping teacher learning concepts onto CLT, the final section of this chapter will establish how collaborative spaces in which instructors engage in professionalization can contribute to the leadership processes in their institutional contexts.

2.1 Rethinking Institutional Hierarchies and Teacher Leadership in Higher Education

2.1.1 Institutions and Language Programs as Complex Systems and Ecologies

HE institutions and language programs (LP) are ecologies and complex adaptive systems whose constantly interact to create innovation and change (see Lichtenstein et al., 2006; Pennington & Hoekje, 2010a, 2010b; Rowe, 2012; Uhl-Bien et al., 2007). Pennington and Hoekjie (2010a, 2010b) describe the language program ecology as a "delicate and intricate system of interacting resources or components, which…is in a constant state of evolution and change" (2010b, p. 213). In their view, LPs are like living ecosystems whose internal culture—a complex constellation of

people, objects (resources), and processes—is complexly intertwined with the outside world. Adaptive to internal and external needs and pressures, the system's components must be kept in balance. It is the leader-administrator's role to communicate and seek harmony, which requires not "military-style organization in which absolute agreement and obedience can be demanded but an association of partially autonomous units and individuals who are expected as professionals to have decision-making ability" (2010b, p. 215). In an ecology, everything needs to be in sync. Individual system components, like 'administration' or 'faculty body' cannot be studied, designed, or modified without keeping the whole in mind. This perspective consequently defines personnel as central to the planning and administrative processes (Rowe, 2012).

While similar in scope, complexity theory sees institutions as complex adaptive systems whose behavior is "complex, dynamic, non-linear, self-organizing, open, emergent, sometimes chaotic" (Larsen-Freeman & Cameron, 2008, p. 4). In this view, "the interacting parts of a complex system give rise to the system's collective behavior" (p. 1). Therefore, in a complex system, nothing is linear, insular, or predictable in terms of cause and effect.

English programs, for instance, reflect an "intricate web of multidirectional connections" (Pennington & Hoekjie, 2010a, p. 7). Rowe (2012) describes the nature of Intensive English Programs (IEPs) as "distinctly odd" because they are "often both part of and apart from the educational contexts in which they operate" (p. 99). As a consequence, language program administrators (LPA) must be sensitive to the "culture-specific behavior" (p. 105) of collaboration, mentoring, and pragmatism in the IEP, which requires attentive listening and inclusion of personnel in planning, decision-making, and administrative processes. In this context, the LPA opens up leadership opportunities for others by being both leader and participant. This "culture of equity" (p. 106), Rowe (2012) argues, will create stronger teams,

and a sense of inclusion and belonging will nurture a stronger program. Top-down managerial leadership would, in fact, constitute "inefficient micro-management and set a negative and unproductive example for program personnel" (p. 101).

This practical example illustrates how ecological and complex system views force us to rethink the ways in which institutions work. Larson-Freeman and Cameron (2008) argue that institutional hierarchies and silos are radical abstractions of institutional chaos. In reality, however, institutions of HE and LPs are messy places which are adaptive to internal and external needs and pressures. This circumstance, Larson-Freeman and Cameron (2008) argue, is why we must focus on relations rather than roles or individual components.

Extrapolating this logic to instructors, individual groups (teachers) or processes (professionalization) cannot be viewed in isolation from the whole. For this reason, teachers are central to a variety of institutional processes, including leadership and decision-making.

2.1.2 Leadership in Higher Education: Definitions and Approaches

2.1.2.1 Traditional and Classical Perspectives

Although leadership has been a "topic of investigation for millennia" (Bolden et al., 2008, p. 358), there is still no definite agreement about its nature or what makes effective leaders. Folk theories posit that leaders are born, are naturally extroverts, and have advanced degrees that they put to use in formally recognized positions (Ruben et al., 2016). These assumptions strongly resonate with traditional views that conceptualize leadership as a top-down process with one person in charge. Believed to be "thinking heroically for everyone else" (Harter, 2009, p. 114), leaders in HE, Simkins (2005) writes, have been equated to charismatic individuals who are born with a unique skillset that makes them different from their followers. Situated atop of established

hierarchies, they use the power invested in them and their positions to influence their followers and to bring about positive change in the unit they oversee.

As implied above, classical approaches to leadership focus on relatively stable variables and criteria (see Ruben et al., 2016). *Trait approaches* are centered on the idea that leaders have innate qualities. *Skills approaches* assume that leadership is underpinned by a specific set of skills that anyone can acquire and execute across a wide range of contexts. *Style approaches* aim to identify what specific behaviors underlie effective leadership in HE contexts. *Situational* and *contingency approaches* appear a little less constrained in terms of their foci but still attempt to identify a fixed set of criteria that are conducive to effective leadership. Situational views of leadership assume that "traits needed for effective leadership vary based on circumstances" (p. 103), whereas contingency approaches are particularly interested in alignment of leadership style and context. The *path-goal approach*, exploring how leaders can motivate followers by "clearing the path to the goal" (p. 104), exhibits a rather unidirectional understanding of leader-follower relationships. Such traditional views not only define the task of leading as "different from and more important than management" (Simkins, 2005, p. 11) but also stress the generalizability of effective leadership practices (Bryman, 2007; Ruben et al., 2016; Simkins, 2005).

The above assumptions about leadership appear to be validated by an extensive literature review by Bryman (2007). Following one definition of leadership as "influencing the goal-directed behavior of others" (pp. 694-695), he specifically focused on leadership effectiveness at the departmental level, where the bulk of academic day-to-day business (resource allocation, teaching, research) is situated. The review identifies a range of skills and qualities that have been associated with strong department leaders, which include: having an agenda and vision; facilitating the achievement of the vision; integrity, respect, and approachability; fairness,

empathy, and trustworthiness; nurturing participatory decision-making, moral, and self-determination of faculty; serving as role model; transparency and credibility; fostering positive work environments; providing feedback; advocating for followers; and managing resources.

While this list may evoke the image of top-down leadership and passive followers, Bryman (2007) encourages us to see beyond leadership as based on a relatively fixed set of skills and traits, executed by one person "formally in charge" (p. 706). Specifically, he reminds us that scholarship in this field is increasingly critical of the transferability of leadership practices from one context to another and that other leadership roles (apart from department heads) have to be recognized, too.

Along the same lines, Ruben et al. (2016) problematize classical perspectives by pointing out that not all leaders have been or are extroverts and that some have led or lead, in fact, from positions of seeming powerlessness. Additionally, they make us aware of the fact that the practices of 'natural' leaders can be negative and ineffective, and while there may be a tendency to understand leadership as "intentional and generally planned efforts to persuade or motivate others to accept particular ideas or adopt particular behaviors" (p. 96), not all leadership outcomes are intended. It should be acknowledged that leaders are rarely autonomous. There are few leaders who do not have to report up, which is why they are almost always also followers who juggle a variety of different responsibilities as well as internal and external interests (Bolman & Gallos, 2011; Ruben et al., 2016).

2.1.2.2 Contemporary Approaches and Understandings

Recent, or "post-heroic" (Bolden et al., 2008, p. 360), approaches see leadership as a process (e.g., Crosby, 2016). This contextual-relational-situational perspective posits that leading is both

a collaborative and individualized process, involving "relationships of influence, learning, and exchange" (Bolman & Gallos, 2011, p. 10) that constitute people and material objects (Bolden et al., 2008). While some "continue to question if leadership can be taught" (Crosby, 2016, p. xii), Ruben et al. (2016) claim, "The two critical aspects to personal leadership development are learning and change" (p. 167). These authors see leadership as a life-long process of inquiry, self-awareness, goal setting, reflection, self-care, and sense-making. As Crosby (2016) states, leaders now need to (learn to) adapt to ever-changing contexts. This is consistent with the view of the leadership as an "art": We can describe effective leadership and try to generalize what works, but the process of leading is always a "personalized, subjective, and creative action that is subject to individual strengths, weaknesses, and idiosyncrasies" (Ruben et al., 2016, p. 100).

Focusing less on the individual as part of the leadership process, *transformational leadership* was influential particularly in the 1980s and 1990s and constitutes an early process-oriented approach which highlights the "need to engage followers" (Bolden et al., 2008, p. 360) while showing interest in the leader's ability "to create change in the lives of those they lead" (Ruben et al., 2016, p. 105). Other relational understandings of leadership include *leader-member exchange theory*, which focuses on the quality of interactions as paramount to positive outcomes; *servant leadership*, which puts altruism at the center of a leader's actions; and *team leadership*, which is interested in "the ways in which interdependent members … coordinate activities and accomplish goals" (p. 107) within groups.

As is evident from the above overview, the focus on the self has been broadened considerably in more recent leadership theory to also include how said self operates in collaborative and dynamic contexts (Crosby, 2016). In fact, the above approaches illustrate that leadership is increasingly recognized as a complex and multi-layered phenomenon (see Ruben et

al., 2016). While attention to communication and followership are central to leadership practices, I would like to focus on collaboration in more detail. Crosby (2016) defines collaboration as "engaging groups in defining shared problems and implementing solutions" (p. xiv). Along the same lines, Harter (2009) describes collaboration as a "process of two or more individuals creating a common understanding about a given problem" (p. 111). Harter (2009) sees leadership as sense-making and critical thinking with an ethical dimension: As an "inherently social" (p. 112) process, it is participatory, inviting everyone to think together in achievement of a shared vision and goal. This line of thought sees humans as "rational agent[s]" and leadership as a "collective responsibility" (p. 115). Referring to this as the *extended mind*, Harter (2009) argues that leadership coincides with and reflects our common understanding of how thinking as a practice of socio-societal co-dependency works.

Focusing on social change, Astin and Astin (2000) view this kind of collaborative process primarily as purposeful and transformative action. Working in groups in non-hierarchical structures, leaders in higher education are, in Astin and Astin's (2000) view, first and foremost "change agent[s]" (p. 18). Similarly, Bolden et al. (2008) understand leadership as a process seeking and leading to social change. However, this view of leadership not only has social and material effects; it also encapsulates fluid roles and the possibility of happenstance leadership. In Crosby's (2016) words, the process of leading involves leaders and followers "exerting mutual influence and moving in and out of leader and follower roles" (p. xi). While Crosby (2016) acknowledges "that some people are much more adept leaders than others, or face more demands to exercise wise leadership," this inclusive view "recognizes leadership potential in just about everyone" (p. xi; see also Astin & Astin, 2000). From such a perspective, leadership "can occur anywhere" and is a "property of social systems" (Simkins, 2005, p. 12).

Despite the growing recognition of leadership as relational and collaborative, we should not be tempted to believe that individual leaders in formally recognized positions, particularly in HE, are no longer relevant. Although Simkin (2005) reminds us that leadership roles now "lie outside the formal hierarchy" (p. 17), making leadership a matter of collaboration and boundary crossing, Bolman and Gallos (2011) stress the crucial importance of *symbolic leadership*, especially in times of defunding and a growing market orientation. On the flipside of these positive notions, it should not be forgotten that in times of managerialism and accountability, individual leaders also pose a roadblock to participatory leadership, and tensions in HE institutions are an everyday occurrence (see Bolden et al., 2008).

2.1.3 Teachers as Central to Leadership (Mission, Vision)

Leaders in higher education must constantly balance and attempt to manage the opposing forces of individual autonomy and complex diversity (see Bolman & Gallos, 2011; Bryman, 2007; Ruben et al., 2016). An area where different groups like faculty and administrators can find shared interest and experience is in their commitment to the mission of their institution, program, or unit. If we care to believe that leadership in HE is primarily about student learning and the creation and dissemination of knowledge which fosters societal ideals like democracy and social justice, faculty become central leading figures who model leadership, nurture collaborative work, and lead through service (Astin & Astin, 2000).

Regarding language programs, for instance, Pennington and Hoekjie (2010b) claim that teachers are the linking unit between students and "the curriculum, the leadership, the physical resources, the fiscal resources, and the intangibles of culture, vision, mission, image, reputation, relationship, values, climate, and intellectual resources" (p. 218). They have thus a central role in

the "culture, operation, and decision-making" (p. 213) of the program and must be an integral part of program development and evaluation, governance, and daily operations. Similarly, Rowe (2012) reminds us that a strong faculty body equals a strong language program.

It should be noted here that the term "faculty" is meant as holistically as possible, denoting *all* teaching personnel who partake in the mission. In this way, I follow Kezar and Lester (2009), who argue that "it is in the best interests of higher education to conceptualize the faculty as a single and united group" (p. 7). In fact, everyone who acts as arbiter of the mission should be involved in the leadership practices, and every instructor, no matter if graduate teacher, part-time faculty, or tenured professor, should be socialized into a role of "collective responsibility" (Harter, 2009, p. 115) early on. Contingent faculty in particular must be taken into account in this context. While some feel exploited or excluded, many wish to be more closely involved in leadership practices and shared governance (Kezar & Sam, 2010). There is, in fact, evidence that participation in decision-making processes and job performance, commitment, initiative, and responsibility are positively correlated (Kezar & Sam, 2010; Pennington, 1989; Sukirno & Siengthai, 2011).

2.1.3.1 Teacher Professionalization as a Form of Leadership

As I have laid out above, leadership practices in HE are inextricably intertwined with student learning and teaching. For instance, Astin and Astin (2000) claim that educators should model leadership practices in the classroom. Marshall et al. (2011) highlight the need to develop institutional cultures which make learning, professionalization, and collaboration a priority again because these have recently taken a backseat due to pervasive discourses about accountability. Crosby (2016) writes that leadership means "continual learning about self and others,

experimenting with new behaviors, and questing for the common good" (pp. xi-xii). Her words reflect, I believe, what some would describe as a teacher's duties and priorities. Leaders, she continues, inspire, encourage critical inquiry, and foster principles of democracy, as do teachers.

If leadership practices are about (student) learning, they must necessarily be, in my opinion, about teacher professionalization. As stated previously, a successful faculty body is the backbone of a successful program, but if there is no professional development or involvement of faculty in the leadership processes, the faculty will not grow, nor will the institution or unit as a whole (Pennington, 1992).

Since faculty participation and empowerment should revolve around the institution's mission, I would argue that most of the things faculty do (or are expected to do) to 'get better at their jobs' also constitutes or opens up opportunities for leadership. Stating that the "strength of a program derives from the intellectual power of its faculty and their capacity for effective teaching, research, and service" (p. 148), Soppelsa (2012) implies that faculty participation in the leadership processes should be the norm to begin with. At the same time, one should not forget that faculty may feel reluctant about professional development and their involvement in the leadership due to their increasing teaching loads, service obligations, tenure requirements, or status as contingent faculty (Kezar & Lester, 2009).

It is therefore critically important for faculty to realize that professionalization as a form of leadership will not necessarily burden them in addition to their existing obligations but rather targets aspects of their professional profile that they are expected to develop. These aspects include, but are not limited to: attending conferences and networking; curricular review and innovation; review and revision of policy; developing and implementing projects; knowledge creation and dissemination as well as action research; mentoring and advocating for student

groups; peer mentoring; or committee work (Pennington, 1989; Kezar & Sam, 2009). While some of these forms of professionalization are associated with managers and not leaders (let alone instructors), it is essential that faculty at the meso and micro levels explore them (see Marshall et al., 2011). Since traditional leadership is in decline and grassroots leadership is, in turn, becoming more important (Kezar & Lester, 2009), instructors at these meso and micro levels have an opportunity to bring about meaningful change if they get involved.

2.1.3.2 Examples and Affordances of Faculty Leadership

One of the most basic leadership-related activities that faculty may engage in are probably their curricular and methodological choices, as these require that the instructor take into account student backgrounds and interests while critically relating such choices to their own goals, beliefs, values, and predispositions. Leadership qualities that faculty exhibit in this process include transparency, dialogue, respect, accountability, openness, and willingness to change (see Astin & Astin, 2000). Decision-making involves "*deliberate* thought and *deliberate* choices, choices informed by the best *available* data and ideas" (Johnson & Kruse, 2009, p. 14; emphasis in the original).

As an activity central to leadership, decision-making constitutes a form of *praxis* in the Freirean sense. As Graves (1996) explains, each time a teacher develops a course, instead of following a recipe, they must draw on their complex history as professionals to make a range of complex and challenging decisions. This includes a process Graves (1996) calls "problematizing" (p. 5): the initial assessment of resources, opportunities, and constraints as they underlie and determine specific options. Blyth's (1996) diary entries about designing an EAP course in Ecuador exemplify these leadership practices. Based in the United States, she tried to

plan as much of the class as she could ahead of time. Early on she acknowledged that she could not start planning because she did not know about the students' backgrounds and needs. Having done some research on the position and target population, she sketched a preliminary syllabus and selected materials. Before she left, she critically asked herself how much of the syllabus had to be adjusted, which shows her sound pedagogical understanding of her and her students' roles. In Ecuador, she elicited students' input about on what she had planned and shared her background with them.

Another example I would like to cite is related to writing instruction in the United States. Despite the growing recognition of multilingualism and students' right to their own language in my field, composition studies, writing teacher training, and perceptions of U.S. classrooms are still firmly aligned with monolingual discourses (Matsuda, 2010; Tardy, 2011). Since instructors often feel like they have no voice in light of institutional policy, Tardy (2011) explored writing teachers' perspectives on multilingual practices in their shared local context. In doing so, she not only empowered these instructors and, indirectly, their students but also gathered important information about teachers' backgrounds, values, and beliefs regarding standard and non-standard varieties that could be helpful in transforming local policy and pedagogical practices. This research also highlights the importance of cooperation between administrators and teachers.

These examples show how leadership roles give HE stakeholders an active stance in educational contexts. These practices are empowering, benefit students and institutions, invite faculty to cross boundaries, and foster social change.

2.1.4 Institutional Realities: Faculty-Admin Divide

While the prospect of leadership for social change and the central role of instructors in the leadership process sounds promising, effective leadership practices are not easily achieved in HE and language programs because both contexts pose unique challenges to leadership (e.g., Bryman, 2007; van Ameijde et al., 2009). The highly complex and diverse nature of HE institutions is unique in terms of organizational structure and culture (Bolman & Gallos, 2001; Ruben et al., 2016; van Ameijde et al., 2009): Universities are open systems, composed of relatively autonomous sub-systems and sub-cultures that are loosely grouped around the shared goal of knowledge creation and dissemination. While this "architecture of disconnection" (Bolman & Gallos, 2011, p. 67) guarantees the relative independence of faculty and units, it also makes HE more prone to surprises and unstable relationships.

What comes with this isolation of units is a firm divide between faculty and administrators. As Simkin (2005) claims, "many professionals typically have deep ambiguities and uncertainties about the role of leaders and leadership hard-wired into their make-up" (p. 10). These tensions are grounded in the differing priorities and lack of shared experience among both groups: Faculty are typically trained to "be independent, candid, defensive, and assertive" (Ruben et al., 2016, p. 179), which may be counterintuitive to leadership as a relational process. Besides the creation and dissemination of knowledge, academic core values include "freedom, diversity, collegiality, and consensus" as well as "autonomy and individuality" (Bolman & Gallos, 2011, p. 151). According to Bryman (2007), in the eyes of faculty, "leadership is very much to do with creating the conditions for them to pursue their research interests and objectives in a relatively unfettered way" (p. 703). 'Interference' with their business is seen by many faculty as a threat to their autonomy and academic freedom. Administrators, on the other hand,

are usually said to be preoccupied with the business side of an institution, which includes service and organizational hierarchies, just to name a couple of areas (Ruben et al., 2016).

The lack of cross-over among institutional silos is exacerbated by the growing influence of managerialism in HE, which creates "continuous pressure for change" (van Ameijde et al., 2009, p. 763). Heavily focused on efficiency, funding-related questions, assessment, (individual) accountability, and agenda setting, the neoliberal market orientation creates more bureaucracy and centralized power structures that intensify the tensions between managers and faculty (Simkins, 2005; van Ameijde et al., 2009). The latter see their "collegial leadership" (van Ameijde et al., 2009, p. 764), academic freedom, and autonomy at risk.

The most fundamental transformations in the workforce due to the progressing corporatization in HE is manifest in the growing number of contingent faculty (Kezar & Sam, 2010). As enrollments are increasing and funding is decreasing, these faculty often face poor working conditions and experience negativity in the workplace due to their low institutional status. They will often do what tenured colleagues are unwilling to do: "teaching lower-division courses, overseeing teaching assistants, and program administration" (p. 59).

While it is generally recognized that contingent faculty are crucial in shaping education environments, they seldom have an official voice in creating them. In fact, few institutions have taken measures "to change their policies and practices to acknowledge and professionalize the non-tenure-track faculty" (p. 3). Contingent faculty often have no say in curricular decisions, nor do they believe they can speak out against the administration. This is indicative of the "second-class citizenship" (p. 32) they believe this "bi-furcated system" (p. 49) to inflict on them. Their "anger and frustration about exclusion from collegial activities and career opportunities" (p. 69) must be taken seriously because successful student learning is contingent faculty satisfaction.

2.2 Operationalizing and Implementing Teacher Leadership

2.2.1 The Leadership Literature Conundrum

Even though it may sound intuitive that the synergies between faculty and administrators should be improved, it would be a gross oversimplification to assume that both groups could simply abandon their silos if asked. The first section of this literature review has explored in depth the relational nature of contemporary leadership, but I would describe this process orientation as an ideal outcome for leadership practices, and not so much as a lived everyday reality. In fact, the "centralist environments" (Simkins, 2005, p. 14) that policy contexts now often are make shared leadership difficult. To create more faculty involvement and cross-over between roles and silos, a sound theoretical framework is necessary, but unfortunately the leadership literature is a messy place, to say the least. Many leadership concepts overlap in their ideas and use of terminology, and some of the approaches to leadership as discussed in the literature appear to be broad goals and desiderata more so than frameworks that would allow for a clear implementation of leadership roles and behaviors for instructors.

One example is distributed leadership theory (DLT), which describes leadership practices as "a process dispersed across the organization" (Bolden et al., 2009, p. 256). Sometimes seen in terms of democratization or authority that is deliberately shared (Bolden et al., 2009; Jones et al., 2012), DLT encapsulates quite a range of different conceptualizations. Defining leadership as a group property that is open, inclusive, emergent, and involves many experts, DLT "requires a system-wide perspective that not only transcends organizational levels and roles but also organizational boundaries" (Bolden et al., 2009, p. 259). Bolden et al. (2008) write, "without the sharing of responsibilities, accountabilities and resources, the complex, varied and sometimes competing objectives of university work would be unachievable" (pp. 363-364).

Along the same lines, van Ameijde et al. (2009) claim that distributed leadership helps address the pressures generated by corporatization, focusing on collective action and how individuals contribute to leadership, particularly in teams. Specifically, leadership is seen as arising "from the interactions of diverse individuals which together form a group or network in which essential expertise is a dispersed quality" (p. 765). Success hence requires mutual recognition of diversity—a goal not easily achieved in HE as we have seen above.

What all DLT approaches seems to have in common is that they define felicity conditions for successful collaboration, such as communication patterns or roles at the team level (Astin & Astin, 2000; Bolden et al., 2009; van Ameijde et al., 2009). While some do not consider vertical or formal leadership to be a part this approach (Ruben et al., 2016), others see a need to conceptualize DLT as encapsulating both emergent (bottom-up) and planned (top-down) leadership practices. For instance, Bolden et al. (2008, 2009) describe that some stakeholders will exercise excessive influence or will not let go of their power, which is why a senior leader is needed to keep the system in balance.

While DLT in itself seems like a broad approach with somewhat inconsistent, divergent strands of study which make it up, the next section about CLT will make clear that DLT's concepts and use of terminology largely overlap with this other leadership theory. For those who want to find a clear entryway into how instructors can be integrated into the leadership process, this conceptual ambiguity can easily become a problem.

2.2.2 Complexity Leadership Theory

While DLT offers some guidance as to how to incorporate instructors into the leadership process, such as through sharing of responsibilities or adherence to specific felicity conditions, the

particular mechanisms which underpin or should guide the emergent group property that leadership is do not appear clearly articulated in this model. In other words, those designing leadership processes may not know where to start or what to do specifically. In this context, complexity leadership theory (CLT) appears to provide a fairly straightforward framework explaining how leadership as a process works.

Grounded in chaos theory, CLT acknowledges the "complex adaptive needs of organizations" (Lichtenstein et al., 2006, p. 2). In this view, leadership does not happen when leaders act on institutions, or *complex adaptive systems* (CAS, which is the unit of analysis in CLT; see also Pennington & Hoekjie, 2010a, 2010b). Leadership is rather the result of "relational interactions among agents" (Lichtenstein et al., 2006, p. 2). Generally speaking, CLT sees planning and linearity as inherently difficult terms that do not adequately represent social reality because leadership is "a system phenomenon" (p. 3) that emerges in the liminal spaces between agents. The latter gravitate toward centers based on interests, backgrounds, and similarities but will respond to "external…and internal pressures that are generated as the agents struggle with interdependency and resulting conflicting constraints" (p. 3).

"These tensions," Lichtenstein et al. (2006) write, "when spread across a network of interactive and interdependent agents, generate *system-wide* emergent learnings, capabilities, innovations, and adaptability" (p. 3; emphasis in the original). CLT hence sees leadership as unpredictable events that emerge in response to social change agents' behavior, shape identities, and increase the adaptability of an organization.

While DLT appears to focus more on the individual constituencies in an institution, including the deliberate planning processes as well as control over people, processes, and systems, CLT appears a lot more concerned with the flux of agents and 'happenstance'

opportunities. As HE and language programs are incredibly diverse places and thus lend themselves to interactions between agents, creativity and innovation may emerge easily from the interactions between system components.

Leading, from this CLT perspective, is mostly a matter of seizing opportunities as creativity, innovation, and adaptive change behavior emerge (*adaptive* leadership) from the interactions of the system components. Leading, according to CLT, is also about enabling 'messy' spaces and conditions in which agents can interact (*enabling leadership*). These enabling conditions will catalyze creativity, innovation, and adaptive change (Lichtenstein et al., 2006; Uhl-Bien et al., 2007). Uhl-Bien et al. (2007) also remind us of the existence and importance of institutional hierarchies in the leadership process. These function as external pressures and create tensions or network dynamics that cause the system to adapt. Hence, *administrative leadership* in the form of hierarchical structures is needed as a part of complex systems to balance the *adaptive leadership* between spaces.

Bringing instructors—whilst at a very superficial level at this point—into the equation, teachers may be defined as agents in an inherently diverse system who partake in the three leadership functions every day: They interact with students, colleagues, staff, and administrators, and they encounter a range of ideas that will challenge or inspire them. They may also be pushed to be creative and adapt due to external pressures such as new policies or course design parameters. As they introduce new ideas or support others, they may also catalyze change and contribute to the emergence of innovation. Most importantly, though, as instructors professionalize in collaborative settings, they enter messy spaces which bear, in my opinion, great potential for creativity, innovation, and change behavior, such as in the form of better teaching, administrative practices, or policy, to occur.

2.3 Teacher Professionalization as a Central Leadership Function

2.3.1 What Is Teacher Professionalization?

Before I go on to lay out why I focus in more detail on teacher professionalization—and particularly on those forms which are collaborative in nature—as particularly interesting in the context of instructor leadership through a CLT lens, it is warranted to look at some definitions. In fact, a major challenge of the research is to demarcate the term "professionalization." First and foremost, professionalization is a word I am using to describe any activity a language teacher undertakes to 'become better at what they do.' None of the sources I have consulted in developing this research seem to speak of teacher professionalization consistently, though. Employing this phrase is hence an attempt to address what I see as a fundamental issue, namely the problematic nature of terminology when it comes to conceptualizing and describing teacher education and development.

A common term used in the literature is Second Language Teacher Education (SLTE) (see, e.g., Crandall & Christison, 2016; Wright, 2010). Firmly associated with the teaching of English, SLTE as a field is frequently conceptualized as two-fold: While the terms *teacher education* or *teacher training* (TT) are used to refer to pre-service instructors, *professional development* (PD) is typically associated with in-service teachers (see Crandall & Christison, 2016; Wright, 2010). According to Richards and Farrell (2005), TT is "focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals," or it is used to describe a teacher's "preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility" (p. 3).

Here we encounter the first major terminological problem: Richards and Farrell's (2005) definition of TT can cover, it appears, both TT and PD as they are articulated in, for instance,

Crandall & Christison (2016) and Wright (2010). Another complication is the seemingly artificial distinction of pre-service and in-service instructors. I fully acknowledge that the experiences of novice and expert teachers are fundamentally different: Pre-service instructors have to overcome hurdles that in-service teachers will, hopefully, already have mastered. These may include developing pedagogical *ethos* and bridging theory-praxis gaps (Crandall & Christison, 2016). Despite the existence of different needs and levels of preparedness between these two groups, a differentiation between TT and PD seems little useful or productive, though, because it undercuts the reality that *all* language teaching professionals, no matter how experienced, will always encounter new challenges that they must master to serve their students and institutions. We should not forget that 'pre-service' is often used in the sense of 'pre-graduation,' but this does not mean that teacher trainees do not bring extensive experience with them (see Vacilotto & Cummings, 2007).

Finally, neither TT nor PD seem to cover some of the activities and roles that help language instructors become better educators. To foreshadow some of my findings, extensive interaction with my participants has revealed that some of them would not readily classify certain facets of their work as PD or TT, whereas I clearly would: Is administrative work professional development or training? What about service obligations like sitting on committees or forming a task force? While I would count these as contributing to an instructor's ability to do a better job, not all my participants fell in line with this line of thought. I would speculate that the connotations which both TT and PD evoke are either in opposition to professionals' perceived roles and identity constructions or simply are not recognized as such due to the specific terminology used in contracts, bylaws, or department constitutions: 'If I sit on an advisory committee and have 30 years of teaching experience, how can I still be in training?' 'If my

contract says I have a 20% service obligation and my role as representative on this committee fulfills this requirement, how can it be professional development?'

In this dissertation, for the above reasons, I conflate PD and TT into a broader category of *professionalization* by focusing on more general principles, procedures, and activities which I believe to help novice and expert teachers alike to become better educators. This approach is consistent with terminology used more recently in the field of teacher professionalization which seems to deconstruct the novice-expert divide: The term *teacher development* (TD) has gained momentum in the ELT literature and stresses the life-long process of becoming a skilled language educator (Crandall & Christison, 2016). I did opt to not use TD for a very specific reason and to speak of professionalization instead. The latter reflects, in the context of this dissertation's scope and goals, the idea that continuing professional growth and leadership, for instance in the form of teachers' access to the administration or decision-making processes, should ideally coincide, with both contributing substantially to best educational and administrative practices in support of a productive mission and vision. Since PD is a term more commonly used than professionalization, however, the former was used as a reference for participants in the data collection process.

When defined as the goal of professionalization, "professionalism" provides a good idea of what the scope of the dissertation is. In her discussion of teacher professionalism, Ur (2002) defines a professional, in opposition to a *lay* person, as belonging to a professional community with certain "skills, knowledge, and conventions" (p. 388). She also explains that standards and commitment make a professional different from an *amateur*. Professionals, in Ur's (2002) view, are flexible, reflective, and innovative, which sets them apart from a *technician*, who simply goes through the motions. Ur (2002) includes a fourth distinction, namely that of professional vs.

academic. By defining the latter as "researcher, lecturer, and writer" (p. 390), she imagines academics and professionals as two different species: Professionals do hands-on things and create change, whereas academics predominantly spend their time thinking. Specifically, Ur (2002) claims, "research and thinking by the academic may not always apply or be relevant to professional practice" (p. 391). Although some of Ur's (2002) views seem a little outdated, the general premise of a skilled and knowledgeable individual who continues to grow in their craft, including with the help and in cooperation with their peers, seems like a useful concept.

2.3.2 Why Merge Teacher Professionalization and Leadership?

As the first half of this chapter illustrates, managerial approaches to HE, often relying on administrators and leaders with no background in academia, exacerbate the tensions which make non-traditional leadership difficult and, in doing so, undermine the mission of HE institutions (Bolden et al., 2008; Simkins, 2005). Since the existing siloed realities directly contradict current understandings of leadership as a non-hierarchical and collaborative process, there is a need to investigate teachers' leadership practices in the institutional ecology and the dynamics which drive these practices. It is also imperative to better understand teachers' socialization into leadership roles, their ideas about leadership, and their views of others and themselves as leaders.

In this undertaking, I focus on spaces for collaborative professionalization as the nexus where teachers exhibit leadership behavior and contribute to leadership processes. Collaborative practices (such as in the form of workshops, teacher support and discussion groups, peer observation, peer coaching, joint lesson planning, team teaching, or mentoring) seem fairly common and popular in the profession already (see Crandall & Christison, 2016; Richards &

Farrell, 2005; Wright, 2010). I see great potential for professionalization to become leadership when instructors participate in such goal-oriented interactions.

Given the complex-ecological view of institutions, teaching and administration should always inform one another for the sake of achieving the mission and enhancing institutional growth (vision). In a framework that defines teaching as central to leadership, professionalization as an opportunity for teachers to become 'better at what they do' should 1) allow creativity, innovation, and adaptive change to emerge from the interactions of instructors in collaborative spaces, and 2) harmonize teaching and administration in an instructor's immediate context so that the ecology is balanced and can adequately function in support of student learning. If these two parameters are fulfilled, professionalization coincides with leadership to become *professionalizing leadership*.

The focus on collaborative professionalization is motivated by two reasons. First, second language teacher professionalization (SLTP), and specifically that of L2 writing instructors, is at the core of the present study due to its conceptual similarities with current understandings of leadership. Like leadership development, teacher professionalization is seen as a life-long process of becoming a skilled language educator (Crandall & Christison, 2016). Additionally, contemporary scholarship in SLTP understands professionalization predominantly from a sociocultural perspective, which shares similarities with the idea that leading is as a relational, contextual, and situational phenomenon. From this socio-cultural view, teachers are learners who belong to different *communities of practice* (CoPs) that shape and reshape their knowledge, practices, and beliefs (Burns & Richards, 2009; Crandall & Christison, 2016; Warhol, 2011; Wright, 2010).

Defining learning as a situated practice, or *apprenticeship* (Wright, 2010), a sociocultural constructivist perspective stresses the importance of participation, interaction, and collaboration in CoPs as well as on-going reflection, problem solving, and inquiry into practice (Burns & Richards, 2009; Johnson & Golombek, 2002). All these elements are well reflected in the modern understanding of leadership as well.

Collaborative professionalization is particularly valuable as a focus to study where, how, and why leadership-related outcomes may emerge from interaction because collaboration allows professionals to critically scrutinize established procedures in the field, to uncover hidden forces, and to fundamentally rethink their own epistemes (see Johnson & Golombek, 2002). In fact, *teacher collaboratives* (TCs), *communities of practice* (CoP), or *professional learning communities* (PLCs) are increasingly popular as a form of inquiry that allows instructors to participate in teaching and reflective practice (Crandall & Christison, 2016).

Since effective teamwork is the backbone of any unit, collaboration is important because it "enhances learning and serves the collective goals of the institution" (Richards & Farrell, 2005, p. 12). TCs can include **"**professional networks, critical friends groups, study groups, and teacher research collaboratives" (Wood, 2007, p. 284), all of which help to explicate and question tacit knowledge. Richards and Farrell (2005) include in TCs teacher support groups where instructors work towards a shared goal, such as developing materials or a lesson plan; teaching in teams; engaging in teacher inquiry; co-authoring a publication; mentoring; or simply sharing knowledge and lesson plans. Peer observations and coaching foster collegiality, encourage critical reflection about teaching, and can provide instructors with valuable feedback about how to address teaching dilemmas and to run a classroom effectively. TCs should generally not follow strict

agendas but be recursive, allowing interaction, emergent discussions, and a genuine exchange of ideas to happen (Wood, 2007).

Teacher collaboration has the potential to transform participant roles (leaders, mentors, and trainers) in educational contexts (Richards & Farrell, 2005). This view is consistent with the idea that collaboration constitutes a form of boundary crossing and learning in "boundary zones" (Tsui & Law, 2007, p. 1290). Drawing on *activity theory*, Tsui and Law (2007) explain that instructors have to perform "cognitive retooling" (p. 1290) as they experience tensions between different activity systems and their differing norms. This mediation process is exemplified in their research on collaborative lesson study in a school-university partnership which helped participating instructors transform their pedagogical knowledge and to exercise better professional judgment. While teachers developed a shared sense of responsibility, these processes of negotiation are complex and may cause tensions and distress.

Others have used a CoP framework to discuss the described processes and dynamics in TCs. From this perspective, learning is seen as situated activity, and practice and expertise are shaped in apprenticeship-type relationships between novice and expert instructors. In CoPs, *brokers* are particularly important. Inhabiting multiple communities, they introduce new elements and ideas that foster change and learning. Such membership in multiple CoPs allows for rich professional expertise and reframing of pedagogical experiences and knowledge (Pella, 2011; Nishino, 2012). All these points about TCs strongly resonate with the leadership ideas we encountered in the beginning of the chapter.

The second reason why I believe leadership should be investigated by taking a closer look at collaborative forms of professionalization is rather practical in nature. Collaborations are adaptive spaces whose internal liminality leads system agents to interact. This, in turn, can lead

to innovation, creativity, and adaptive change behavior. Many institutions grapple with a sparsity of resources, and training for instructors is no exception. However, professionalization is an implicit or explicit expectation for most, if not all, teachers. Framing and building leadership around practices that are already built into the system or that are already happening, as opposed to, for instance, designing, paying for, and implementing specifically designated leadership training, appears to be a promising path to include instructors in an ecology's leadership.

2.3.3 State of the Field: ESL and L2 Writing Teacher Professionalization

As teachers professionalize in collaborative settings, they will, ideally, contribute to mission and vision, including better student learning and institutional practices. As argued above, collaborations are conducive to adaptive leadership as they allow system agents to interact. While administrative and enabling leadership both give us insight into how adaptive leadership is incentivized and spreads institutionally, contenting oneself with the notion that being in messy spaces leads to the emergence of potential and innovation is little useful. In fact, CLT without a clear modus operandi as to what happens in collaborative settings seems little promising when it comes to fostering instructor leadership.

Claiming that "system components are interacting and causing the system to adapt" is a phrase devoid of true meaning unless we can study the specific aspects of a teacher's lived experiences to fully understand how this emergence of innovation and creativity takes place. In that regard, we cannot stop conceptually at the collaborative level but must take a closer look at the specific dynamics within adaptive spaces and the felicity conditions shaping emergent behavior. To do this successfully, it is important to review, in enough detail, what we know about how L2 writing instructors professionalize and what kinds of collaborations, if any, help

them learn and progress as teachers. In this spirit, the following sections will provide a thorough overview of the literature on L2 writing teacher professionalization.

Two decades ago, there was, according to Freeman and Johnson (1998), very little systematic research on foreign language teacher education. While SLTP is still a relatively young field within applied linguistics and ELT, interest in language teachers has increased dramatically in the past few years. As Burns and Richards (2009) write, foreign language skills are now widely associated with the growing competitiveness in our globalized world, and as a consequence there is a steady demand for effective teacher professionalization to address the on-going internationalization of higher education and the marketplace.

As a topic within SLTP, research on ESL and L2 writing instructors and their professionalization is quite sparse, though. As Hirvela and Belcher (2007) explain in the introduction to a 2007 special issue of the *Journal of Second Language Writing* (JSLW), this is little surprising because L2 writing is an emergent field that has been more concerned with students than instructors.

In light of this, Hirvela and Belcher (2007) describe writing teacher education as "an underdeveloped, sometimes misinformed, and often invisible field deserving of much greater attention than it currently receives" (p. 128). Referring primarily to the above JSLW special issue, Cheung (2011) writes that L2 writing teachers' attitudes, professionalization, and identity formations are particularly under-researched, and most of the contributions that Hirvela and Belcher (2007) discuss in their introduction (Coxhead & Byrd, 2007; Hyland, 2007; Weigle, 2007) do indeed have a quite theoretical ring to them.

Empirical accounts of practices and activities that contribute to ESL and L2 writing teacher professionalization seem in fact hard to come by, and the reason may be that courses on

teaching writing are often not offered in graduate TESOL programs (Warhol, 2011). If they are, they usually count as an elective, and quite a few instructors see themselves as teachers of language rather than teachers of composition (Lee, 2010, 2013). Hence, many writing instructors seem to learn about the teaching of composition virtually by being exposed to scholarship in this area for the first time, or they may make the first contact with the subject matter by finding themselves unexpectedly in the role of a writing instructor. Not unsurprisingly, we do not know a whole lot about how and why L2 writing teachers engage in professionalization, let alone collaborate and thereby exhibit influence in their HE ecologies.

2.3.3.1 Theoretical Knowledge and Epistemologies as Formal Training

In his piece on genre pedagogy, Hyland (2007) argues that writing courses should be centered on genres. He explains that genres are not only advantageous because they reflect the kind of writing students will have to perform outside the classroom. They are suitable to address the growing linguistic and cultural diversity in our composition classrooms as they constitute a means to bridge primary and academic discourses. Given that genres reflect the deliberate manipulation of language we regularly perform in specific socio-rhetorical contexts, genre pedagogy can engage both students and L2 writing teachers in critical reflection and inquiry about the writing process and their own writing practices. This, Hyland (2007) insists, allows instructors to become aware of student needs and to employ fair assessment practices. He deplores, though, that writing professionals do not pay enough attention to language and genre features.

Coxhead and Byrd's (2007) contribution is another theory-heavy publication that details best practices and suggestions for professional development without providing empirical data

about specific writing instructors. Recognizing that "vocabulary and associated grammar characterize particular discourse types" (p. 129), the authors stress the need for teachers to develop awareness of the academic prose that students will need to use so they can become members of the academic discourse community (e.g., use of passive voice, complex noun phrases, or idioms). Coxhead and Byrd (2007) deplore that traditionally, vocabulary has been associated with reading classes, which is why active use of academic vocabulary has not been in the focus in composition courses. The authors give tips for text selection, including corpus-based approaches, and how to didacticize them.

Drawing on her experience and theoretical knowledge as researcher-educator, Weigle (2007) explores the role of assessing writing in composition teachers' education. She states that while assessment is central to writing instruction, very few programs require an assessment course. Her piece provides useful guidelines about how to design sound writing tasks and assessment measures, such as portfolios, and what to consider in the process. Weigle (2007) also alerts the reader to the pitfalls of assessing language and the need to have knowledge of standardized tests that L2 writers might take.

To a certain degree, teachers' practices seem standardized because of their membership in the professional community of (L2) writing teachers. Conducting an online survey, Caudery (1995) found that most professionals from different contexts had a shared view of the process approach. While concepts diversify as they disseminate, their essence appears to persist. Interviewing 48 teachers in 31 Anglophone settings, Cumming (2003) found similar curricular options and approaches to writing across contexts. He writes that these similarities are likely due to the circulation and reception of publications and knowledge within the community. What the

work of these authors seems to imply is that L2 writing professionals should acquire the shared epistemologies of their field so they become legitimate members of the community.

Casanave (2009) seems to corroborate a shared knowledge base among L2 writing instructors (see also Lee, 2013; Shi & Cumming, 1995). She argues that "Western research and pedagogy" (p. 256), with its "commitment to process approaches, peer response, minimal error correction, instruction in the Western concept of plagiarism and the development of voice" (p. 256), now dominate teacher education programs around the world. Many writing professionals are trained in these specific areas, often in educational contexts in North America. International trainees are frequently dissatisfied with their learning experience because they believe that their program is not preparing them sufficiently to teach in their home contexts.

They may feel that what they learn is not appropriate or too heavy on theory, or they may return to their home countries where the local parameters and student needs constrain the applicability of their acquired skills and knowledge. In such cases, little professional growth is to be expected. What this research implies, then, is that student teachers and teacher trainees should engage in active reflection about how the knowledge they acquire may be useful or tweaked for their specific settings. Programs and institutions should actively assist prospective student teachers in this area.

2.3.3.2 Narrative Inquiry, Reflection, and Influences on Teacher Cognition and Identity

Even though Lee's (2013) research is about formal training, it exemplifies the benefits of inquiry and reflection, which is why I am listing it here as opposed to above. Lee (2013) reports on the impact on professionalization of a Master-level course about writing that "was primarily task-based, with plenty of opportunities for discussion, professional exchange, and personal

reflection" (p. 334). It also included a course project (research inquiry) and readings and writing assignments.

Using identity as a theoretical lens, Lee (2013) describes how her course participants changed their views of writing. Adopting a view of writing that was quite mechanistic, they saw themselves mostly as teachers of language in the beginning. At the end of the course, however, they thought of themselves as writing teachers. Course participants also transformed their classrooms from teacher-centered to collaborative spaces, embraced more flexible pedagogies, and showed a willingness to research what works for their students. They had also "acquired new discourses to talk about themselves as writing teachers" (p. 340)—a process that is aided by experts modeling these discourses (Warhol, 2011).

Raimes' (2002) description of how to design a writing course appears, at first glance, very prescriptive. The steps include: 1) determine constraints such as funding or institutional policy; 2) explicate ideologies, attitudes, and beliefs; 3) plan the content; 4) weigh the elements, such as "content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse" (p. 309); 5) design a syllabus; 6) select materials; 7) prepare activities; 8) choose how to give feedback. Steps nine and ten are more interesting in the context of our discussion of professionalization because they 9) encourage instructors to evaluate the course by keeping a journal, conducting surveys, or talking to colleagues, and 10) to reflect on one's experience as a teacher. While the sequence seems very much preordained, Raimes (2002) appears to give teachers a skeleton that they can try out and adapt as they engage in inquiry along the way.

In a study with non-native English-speaking writing teachers (NNESTs), Yigitoglu (2011) found that language learner status and writing skills influence writing instructors'

understanding of composition and their pedagogies in significant ways. This research highlights the need to explicate underlying beliefs and values as they relate to our complex social histories. What such reflection may look like is presented by Shin (2003), who describes how ESOL writing teachers in a methods course were required to reflect about their conferencing with student writers in a journal. Reflecting after the fact (*reflection-on-action*) helped them to think about their own learning, both as writers and teachers of writing, made them more aware of their strengths and weaknesses as tutors, and allowed them to adjust their expectations toward the students, their progress, and the writing process in general.

Over the course of two years, Shi and Cumming (1995) conducted weekly interviews with experienced ESL writing instructors who implemented a "specific instructional innovation" (p. 87) in their courses. Specifically, the course instructors were asked to employ "procedural facilitation" (p. 90; emphasis removed), which asks students "to attend, while they write, to key aspects of their thinking or their texts as they are producing them" (p. 90). Aiming to understand these teachers' cognition, the authors found that the instructors accepted or rejected the innovation depending on individual beliefs. This research illustrates that teacher epistemologies must be explicated and problematized for curricular innovation to be successful.

Brock (1994) also discusses the role of teacher cognition in relation to curricular innovation. He describes the implementation of the process approach in Hong Kong, where the transmission model has traditionally been dominant. With its focus on invention, collaboration, and revision, the process approach as a Western methodology has been met with suspicion. Brock (1994) shows, however, that attitudinal change and identity shifts in teachers can occur and constraints can be overcome if instructors see positive evidence in student learning and

receive enough support during the implementation of curricular innovation, for instance in the form of pedagogical suggestions or teaching materials.

Also reporting on the very mechanistic writing pedagogy used in Hong Kong, Tsui (1996) describes the dissatisfaction of an ESL writing instructor, Julie, whose beliefs about writing pedagogy have been shaped by her very own negative experiences as a student having to compose texts. A strong focus on grammar, irrelevant topics, and a threatening writing environment have caused this teacher immense anxiety, which pushed her to implement a processes approach after being exposed to it in a teacher education program that she completed while teaching. Although the changes were successful, Julie had to revert to a product approach because of institutional pressure.

This example shows how a writer's personal background, coupled with reflection ignited during formal training, can result in more sound pedagogies. It also highlights the need for institutional support. In a narrative account about how she came to be an ELT professional, Sackville (2002) shares a similar experience. She describes how she allows students to rewrite assignments for a better grade as many times as they want. Before implementing this approach, she had never been comfortable with grading but felt a need to comply with the standards of the professional community. When she went back to graduate school, her views about what makes good writing changed, which illustrates the need to critically reflect on theory-practice links and how they relate to our teacher cognition.

2.3.3.3 Teacher Collaboratives: Examples, Affordances, and Limitations

Continuing the discussing about TCs from above with specific examples, we see Vacilotto and Cummings (2007) highlighting the positive effects of collaboration. In their study on peer

coaching, they employed "a reflective approach to teacher development" in which instructors "share[d] data collected through peer observation as a means for reflection on their individual teaching practices" (p. 153; emphasis removed). The researchers found that this approach fostered collaboration, collegiality, and a habit of productive criticality. Goker's (2006) research, while also highlighting positive aspects such as an improved sense of self-efficacy and better teaching skills, illustrates that this form of professionalization can be very intense for pre-service and student teachers, as supervisors may not be able to provide extensive support.

Pella (2011) used a CoP framework to explore how a group of writing instructors negotiated writing pedagogy that is engaging, brings together different theories and perspectives, and challenges deficit models. This form of collaboration helped these teachers to not only raise their sense of self-efficacy but also to shape their ethos and to envision new learning environments for their students.

Ferris (2007) describes an MA TESOL seminar at her institution in which she provides pre-service teachers with training about how to give adequate feedback on student writing. Since this facet of teaching composition is challenging and requires extensive practice, Ferris (2007) first asked her students to reflect on how they feel about feedback, both regarding their own writing and giving it. The course then discussed guiding principles regarding feedback, articulated an approach, and looked at techniques for giving feedback. The pre-service teachers then tried giving feedback, reflected on what students do with this feedback, and finally worked with a student writer to apply their knowledge and skills. This approach seems not only effective but also reflects sound practice for professionalization. Ferris' (2007) students learn in a community supervised by an expert, explicate their beliefs, engage in inquiry and reflection, and perform hands-on activities.

Winer (1992) reports equally positively about the role of collaborative reflection in changing teachers' attitudes and beliefs about writing. Her study describes student teachers who were enrolled in an MA EFL program which required a practicum as part of a methodology course. The student teachers were divided into groups and had to fill out a questionnaire about their writing habits, predilections, views about student writers, and teaching background. The answers showed that the student teachers thought writing was painful, boring, and intimidating, and that they felt insecure about their writing and teaching abilities, particularly if English was not their L1. The following strategies for collaboration were employed to change their negative views: "a) having [student teachers] design writing tasks and then actually do them, b) requiring revision of tasks and responses, c) guiding peer coaching, d) providing guided practice in topic development, and e) helping [student teachers] analyze and understand the writing process through writing journals" (p. 64). Through this process, the instructors realized that they had ample misconceptions about good writing which had set them up for failure. This "demystification" (p. 74) was possible through inquiry, collaboration, and reflection, or what Winer (1992) refers to as "guided introspection" (p. 74).

In a series of workshops, Scott and Rogers (1995) introduced the concept of writing as a process to U.S. high school teachers of French and Spanish. In the first collaborative workshop, participants completed a "writing attitude survey" (p. 235) and scored writing. They learned about writing as a process, composed a piece, and completed a peer review focusing primarily on content and development instead of language. To most of them, this was "a completely new idea" (p. 235). In the second workshop, teachers brought writing samples from their own classes that students had produced using the process model. They were introduced to different types of

rubrics (holistic vs. analytic), scored student writing, and discussed advantages and limitations. A debrief, the third workshop revealed positive attitudes toward the process-orientation.

These examples, indicate the crucial importance of collaboration as a tool in the professionalization of (ESL and L2) writing teachers. The field of composition is populated by scholars and professionals from different fields and disciplinary traditions (see Elbow 1993, 2002; Leki, 2006). As such, the teaching of writing is highly dialectical because it encapsulates differing beliefs about what writing courses should do and how composition is best taught. TCs can help address some of the tensions and misconceptions which emerge from this situation.

It should not be forgotten, though, that the knowledge created in TCs still has to be contextualized and applied. In 2015, Chris Tardy and a handful of graduate students (me included) spent an entire semester in a seminar room exploring genre theory and pedagogy. While the collaboration between instructors from different backgrounds helped to shed light on the intricate concept of genre, many questions started to arise only as we started implementing our own genre-based or genre-informed lessons and activities (see Tardy, 2017)—questions one may assume should not have arisen due to our extensive collaboration in the course: Do we simply create genre awareness (i.e., awareness about genre as a concept), or do we want students to master and write in different genres? Will skills to analyze and write in genres transfer to other writing contexts? How can we scaffold activities successfully and balance time with depth for analysis and writing? How can we focus on language as a feature of genres? This last example illustrates that TCs can be beneficial in writing teacher professionalization, but they still require extensive theorizing of practice.

2.4 Summary and Upshot

While the limited amount of scholarship on L2 writing teacher professionalization is a potential impediment for L2 writing teacher growth and leadership per se, sources which specifically focus on collaboration are hard to come by. The small selection of sources in my literature review shows the undeniable value of collaboration for teacher growth, and I would argue that outcomes like students rectifying their assumptions about the writing process or learning to give constructive feedback are leadership-related outcomes. Some studies also give insight into the conditions underpinning collaborations which allow L2 writing professionals to learn, for instance by engaging in reflective practice.

However, relatively few sources on L2 writing teacher collaboration seem to investigate in detail the workings of the collaborative space, and the described dynamics and outcomes are not typically framed through the lens of the institutional ecology as the bigger picture in which these processes happen.

Furthermore, few sources on leadership in higher education seem to explicitly acknowledge the role of teachers as leaders. Those which do, alongside with studies on the dynamics in and effects of collaboration, often provide an incomplete view of the relationship between collaborative forms of professionalization, teaching, and administration.

Astin and Astin (2000) recognize the admin-faculty divide and claim that teacher-leaders must serve in administrative roles (e.g., committee work or curricular review). How teaching and administration benefit from one another exactly or what synergies will bring or keep both in sync is unclear, though. Kezar and Lester (2009) investigate faculty's views of effective departmental and campus-wide strategies that enable grassroots faculty leadership. While professionalization is included in the list of strategies, no mention is made of how professionalization and teaching

potentially benefit each other. Additionally, interviewees in their study already had awareness of the faculty body's possible leadership roles, which may not be the case for all teachers and thus be an impediment to deliberate leadership practices.

Marshall et al. (2011) highlight the need to develop institutional cultures which make learning, professionalization, and collaboration a priority again because these have recently taken a backseat due to pervasive discourses of accountability. They stress the importance of collaboration and professionalization to counterweigh neoliberal agendas and involve faculty actively in the leadership process; yet there is no indication of how specifically professionalization, teaching, and administration will lead to better leadership practices and outcomes and how they bridge macro, meso, and micro levels. What is more, the focus of this study is rather on official managers and leaders, and how these can contribute to better professionalization, rather than teacher's own views of their roles and practices.

Since the "strength of a program derives from the intellectual power of its faculty and their capacity for effective teaching, research, and service" (p. 148), Soppelsa (2012) implies that faculty participation in the administrative and leadership processes should be the norm. Existing studies, however, both in L2 writing teacher professionalization and higher education leadership, are inconclusive as to how the dynamics in ecologies and teachers' views of leadership influence this process of shared governance.

3 Methodology

3.1 Purpose and Research Questions

This dissertation investigates the role of L2 writing teacher professionalization as a central leadership function in higher education settings. To explore the intersections of professionalization and leadership, including teachers' involvement in the administrative and decision-making processes in their department, program, or unit, the research focuses on professionalization in collaborative settings of L2 writing instructors in the United States. Through this focus, the dissertation attempts to explain how teacher professionalization bridges and harmonizes different agents of the complex adaptive system in which it operates, which includes the emergence of synchronicity between classroom and the administrative apparatus.

The goal of the present study is hence to understand what processes and variables allow innovation, creativity, and adaptive change behavior to occur in collaborative settings. Innovation and creativity may take various forms, such as better teaching practices, acquisition of theoretical or pedagogical knowledge related to L2 writing, or institutional policy. Collaboration may also result in identity shifts, i.e., shifts in how instructors see themselves as teachers of L2 writing or leaders, as their growth in expertise contributes to better teaching and administrative practices as well as a productive vision for their department or program. As part of this first goal, the research also aims to shed light on how collaboration between teachers helps to address and resolve tensions and wonderings related to issues such as pedagogical practices, institutional policy, or external pressures. A second goal is to understand what processes and conditions allow the innovation and creativity to be formalized as best practices at the institutional level beyond the collaborative space.

To arrive at these insights, the study examines L2 writing instructors' professionalization practices and attitudes toward teacher professionalization, their understanding of and role in their current institutional context, and their views of themselves and other teachers as leaders. Additionally, the research investigates the views and attitudes of program administrators, focusing specifically on current trends in teacher professional development in general and administrators' own departments or programs, shared leadership in L2 writing contexts, including teachers' role in the administration, and instructors' perception of themselves as leaders in achieving the mission and contributing to the vision. The specific research questions for this research were as follows:

1. What are L2 writing teachers' views of a) teacher professionalization and its personal and institutional importance, b) leadership, and c) the leadership process in higher education settings, particularly regarding the role of instructors as leaders?

Explanation: While the primary goal of the study is to learn how teachers exercise *de facto* leadership through collaboration and how innovation, creativity, and adaptive change behavior emerging from collaboration become productive at the institutional level beyond the collaborative space, it is equally important to investigate instructors' explicit and implicit ideas about professionalization, leadership, and teachers as leaders. This is particularly relevant because instructors' awareness of the relationship between professionalization, classroom, administration, and leadership (or lack thereof) has implications for an institution's, department's, or program's vitality and success. If faculty lack awareness of how their classroom experience, professional and educational knowledge and best practices, and ongoing professionalization can cause innovation, creativity, and adaptive change behavior to spread

institutionally, teachers may be less likely to take an active part in making meaningful contributions to mission and vision, for instance by pushing for better practices, policy, and improved student learning.

2. What processes and dynamics underpin and drive collaborative forms of professionalization, and what leadership-related outcomes do they produce? What specific conditions cause collaborations to succeed or fail?

Explanation: Defining the collaborative space as a complex adaptive system (CAS) nested in the larger complex adaptive system(s) that make up the institutional ecology, the second research question investigates the specific kinds of spaces L2 writing teachers collaborate in, the reasons why instructors participate in these forms of professionalization (such as institutional pressures or personal wonderings), as well as the interpersonal and system dynamics which lead to qualitative changes in teachers, teaching communities, and pedagogical and institutional practices. In other words, this research question is interested in the specific mechanisms which drive collaborative practices and lead to innovation, creativity, and adaptive change behavior, such as better teaching practices, change of institutional policy, or knowledge gain. This research question, hence, focuses on collaboration through the lenses of administrative and adaptive leadership, meaning that it investigates the institutional pressures which cause adaptive behavior to occur (*administrative leadership function*) while also looking in detail at the specific aspects and procedural steps making up the emergent change behavior (*adaptive leadership function*).

3. What conditions and processes allow the outcomes of successful collaborations to become formalized and productive at the institutional or administrative level beyond the collaborative space?

Explanation: Using the *enabling leadership function* as its predominant lens, this research question explores what conditions and institutional mechanisms facilitate or impede synergies between different centers of activity within the institution. In other words, it examines the different ways in which the leadership-related outcomes that emerged in the collaborative space create a meaningful impact beyond the collaboration itself. Along with RQ2, RQ3 hence looks at how professionalization and leadership coincide (*professionalizing leadership*) to create directly observable effects in the institutional ecology. In that sense, this research question is interested in how professionalization not only allows instructors to engage in continued learning and to become better at what they do but also gives them an active role in the administrative and decision-making processes.

An underlying assumption of this research question is that the emergence of institution-wide innovation, creativity, and adaptive change behavior may depend on two kinds of instructor positionality when participating in collaboration: *bidirectional* or *unidirectional* involvement. Bidirectionality entails that instructors who participate in collaboration for professionalization already have access to both classroom and administration or decision-making. The leadership which stems from bidirectional instructor involvement may therefore be *co-emergent*, meaning that what happens in the collaborative space and the process of linking collaboration to institution-wide processes and administration may directly inform each other and happen, to varying degrees, simultaneously.

Since, however, not all teachers will have access to the administrative apparatus or be able to directly influence the decision-making processes, it is also important to consider how collaboration can result in leadership that is *post-emergent*. In this case, the collaborative activity will lead to innovation, creativity, and adaptive change behavior which is then made productive at the institutional level in a second, separate process.

3.2 Study Design

A particular challenge of this research was to choose an angle and frame from which to study accurately and reliably the ways in which collaboration produces and coincides with leadership practices. Since leadership behavior emerges through the complex interaction of system agents (Uhl-Bien et al., 2007), with system dynamics being chaotic, non-linear, open, and largely unpredictable (Larsen-Freeman & Cameron, 2008), it seems incredibly hard, and even somewhat unrealistic, to capture the complex-dynamic nature of the entirety of processes happening in a complex system such as a collaborative space.

What is more, leadership is not an exact science but an "art": We can describe effective leadership and try to generalize what works, but the process of leading is always a "personalized, subjective, and creative action that is subject to individual strengths, weaknesses, and idiosyncrasies" (Ruben et al., 2016, p. 100). Although Ruben et al. (2016) seemingly make this argument predominantly about individual leaders in official capacities, it feels safe to assume that instructors will also perceive leadership behavior, particularly their own, through a subjective and interpretive lens.

Judging from my own experience and countless conversations with administrators and leaders, those working in these areas may never get the full picture of what is happening in an

institutional context because knowledge, perception, and perspective are often fractured, incomplete, and dependent on positionality or group affiliation. An additional complication factor here is that L2 writing (incl. ESP, EAP, and FYW) is a highly dialectical field with professionals coming from a variety of linguistic, cultural, and disciplinary backgrounds (see, for instance, Atkinson's edited 2013 Disciplinary Dialogues in the *JSLW*; Elbow 1993, 2002; Leki, 2006).

For these reasons, generalizability or comparability across contexts to arrive at insights about professionalization and leadership may not have been realistic nor desirable in light of the purpose of this dissertation. Therefore, instead of attempting to objectivate the dynamics and agentive roles and responses in professional collaboratives, this research study has been primarily interested in the subjective experiences of L2 writing teachers as leaders in complex institutional settings. To arrive at these insights, I have been drawing from two research approaches: case study research and narrative inquiry.

3.2.1 Case Study Design

Following and drawing from, particularly, Baškarada (2013), Kezar and Lester (2009), Merriam (2009), and Steadman et al. (2018), the research was designed as a descriptive multiple case study. This methodology seemed particularly suitable because the case study design allowed me to develop an in-depth understanding of the participating teachers' leadership practices and ideas about leadership.

I expected high variability of leadership practices across contexts, which would have made objective generalizations about collaborative professionalization and effective leadership difficult, yet I needed a methodological approach which would account for this situation and guarantee that basic, common mechanisms of instructor leadership which operate across contexts

would be revealed. It was also important to design the study in such a way that differences among participants and contexts could be explained.

Focusing on "how" and "why" questions (Baxter & Jack, 2008), a case study design seemed particularly valuable because it "enables researchers to conduct an in-depth exploration of intricate phenomena within some specific context" (Rashid et al., 2019, p. 1). This aspect of the method is closely aligned with the tenet of complex systems theory that context "is not separate from [a complex system] but part of it and of its complexity" (Larsen-Freeman & Cameron, 2008, p. 34). Since case study research allows for a phenomenon to be "explored within its naturally occurring context, with the consideration that context will create a difference" (Rashid et al., 2019, p. 2), the information obtained can then be used to build theory about the research subject in question based on similarities and differences among cases (see Baškarada, 2013). Considering that leadership as a complex, non-linear, and emergent phenomenon, too, case study research also appeared like an obvious choice because it is typically used when the researcher "cannot manipulate the behaviour of those involved in the study" (Baxter & Jack, 2008, p. 545).

A case study design also appeared promising because the method itself is grounded in notions of constructivism and subjectivity (Baxter & Jack, 2008), which aligns well with the idea that teacher professionalization and leadership can be adequately studied through instructors' subjective experiences.

Finally, case study research "helps in exploration of a phenomenon … through various data sources, and it undertakes the exploration through a variety of lenses in order to reveal multiple facets of the phenomenon" (Rashid et al., 2019, p. 2). Given the need to triangulate the subjective experiences that the instructors were asked to provide, this was another facet of the

methodology which was well aligned with the goals of the research and my needs as a researcher. As I will discuss in more detail further down, the participants were asked to produce narratives about their experiences. They also discussed an artifact related to professionalization and leadership, and were given the opportunity to engage in ongoing reflection throughout the research process by keeping a journal. Their responses were triangulated with interviews with their local administrators.

To summarize, the choice of a case study design was made based on the assumption that viewing the same phenomenon (professionalization as leadership) through multiple lenses (in different contexts and through different data points) would reveal commonalities and differences while providing an explanatory framework.

3.2.2 Focus on Teacher Narratives

The bulk of the data collected for the case studies were narratives elicited from the participating teachers. Their primary purpose was to capture the instructors' complex and subjective experiences in collaborative spaces for professionalization and as leaders in complex institutional ecologies. Concerned with individuals' storied lives, *narrative inquiry* often follows a Deweyian understanding of experience: Narrative is seen as critical reflection on experience while also revealing an individual's positionality regarding the social world that shapes said experience (Clandinin, 2006; Johnson & Golombek, 2002).

Reflecting the "essence of humanness" (De Fina & Johnstone, 2015, p. 152), narratives hence give insight into individuals' identity constructions, subjectivities, and socio-cultural practices (De Fina & Johnstone, 2015; Jaworski & Coupland, 2014). In that sense, I understand narratives as reflections of Gee's (1989) big "D" discourse: They represent instructors' identity

constructions; actions or sense of agency; as well as epistemes, thought patterns, and knowledge—or to use Gee's (2011) words, narratives can be understood as encapsulating language instructors' "characteristic ways of being, doing, and saying" (p. 30).

The understanding of experience encapsulated in narrative as 1) epistemologies (ways of knowing or 'truths'), 2) positionality or social identity (ways of being), and 3) agency (ways of doing) that this research adopts is grounded in functional discourses analysis (DA) (see Schiffrin, 1994), which posits that speech (as constituent of narrative) cannot be separated from people's lives, society, and culture (Cameron, 2001; Paltridge, 2012): DA "cannot be independent of the analysis of the purposes and functions of language in human life" (Schiffrin, 1994, p. 31).

Since this research is interested in instructors' views and knowledge, positionality, and practices regarding professionalization and leadership, choosing elements of a narrative design is strongly aligned with the goals of the project. In the following sections, I will briefly discuss how narratives as discourse encapsulate each of the three dimensions mentioned above.

Identity: The functional view of discourse as "a socially and culturally organized way of speaking … through which particular functions are realized" (Schiffrin, 1994, p. 32) underpins Gee's (1989) notion of discourses as "identity kit" (p. 7). Mastery of discourses, or "characteristic ways of being, doing, and saying" (Gee, 2011, p. 30), allows individuals to claim membership in different communities. As Paltridge (2012) points out, these social identities are performative, as they are "not pre-given, but are formed in the use of language and the various other ways we display who we are, what we think, value and feel" (p. 10). These "Big D Discourses—socially recognizable ways of being different kinds of people" (Gee, 2018, p. 89) are thus to be understood as central to the formation and re-shaping of identity (including beliefs, values, and attitudes) through discursive practices (Bucholtz & Hall, 2005): We index who we

are through the use of linguistic and non-linguistic markers (Jaworski & Coupland, 2014, Paltridge, 2012).

Epistemes: Also stemming from the functional understanding of DA is the view of discourse as constitutive of social realities, and vice versa. As "communicative units which are embedded in social and cultural practices" (Paltridge, 2012, p. 7), texts, both as products and discursive processes, shape reality and are shaped by it (see also Gee, 2018, on "context"). Discourses hence impose order on the world, drawing on and simultaneously fostering attitudinal and value-laden orientations (or ideologies) by creating normalizing categories (Fairclough, 2003; Jaworski & Coupland, 2014; Paltridge, 2012; Tardy, 2015). This social constructivist view, which emanates from the Foucauldian concept of discourse as legitimate statements (Cameron, 2001; Jaworski & Coupland, 2014), thus describes "the ways in which what we say as we speak contributes to the construction of certain views of the world, of people and, in turn, ourselves" (Paltridge, 2012, p. 1). In this sense, 'narrative,' as a form of discursive process and product, encapsulates a set of such legitimate statements (or truths) about the world.

Agency: What is evident from the above discussion is the functional view's emphasis on language use in context as it relates to issues of power, ideology, and their effects on society (Paltridge, 2012; Schiffrin, 1994). The role of linguistic resources and their interrelatedness with social life has been highlighted particularly in the work of Fairclough (2003), who claims that language has "social effects" (p. 3) as it leads to "changes in people…, actions, social relations, and the materials world" (p. 8).

Existing research shows the benefit of a narrative-based design for explicating beliefs and values, critical reflection, professional and personal growth, as well as how these are related to institutional forces and pressures at the micro, meso, and macro levels. In applied linguistics,

narrative-based research has been proven powerful to shed light on L2 teachers' cognition and identity formations as they relate to a myriad of interpersonal, institutional, ideological, socio-political, and socio-cultural influences (e.g., Golombek & Johnson, 2004; Kayi-Aydar, 2017, 2018; Liu & Xu, 2011; Nishino, 2012; Rodriguez & Polat, 2012; Ruohotie-Lyhty, 2013; Tsui, 2007; Yuan & Lee, 2016).

3.3 Contexts and Participants

3.3.1 Defining the Study Population

Participants in this research were L2 writing teachers and administrators from various locations and higher education contexts across the United States and Canada. Participants were recruited through an online teacher questionnaire and an online administrator questionnaire. The purpose of the teacher questionnaire was to screen possible case study participants. The administrator questionnaire was designed to get a broad overview of administrators' views and practices regarding L2 writing teacher professionalization and leadership. Administrators completing the questionnaire concluded their participation in the study by filling it out. However, there were also two administrators of case study participants who completed an interview. I will provide more details on these aspects below.

The goal being to investigate the subjective experiences of L2 writing instructors while also learning more about current administrative developments and perspectives, a particular challenge associated with the questionnaires was to define who would qualify as an "instructor" and who would be considered an "administrator." As illustrated by my own professional trajectory described in the beginning, and as I have argued in the literature review, these roles cannot always (and should not) be kept apart. As ecological, complex, and recent leadership perspectives on educational institutions suggest, they must, in fact, be fluid and intersecting.

As I have explained elsewhere, this dissertation assumes that, ultimately, all teaching should be in support of mission and vision, which makes professionalization, and how it intersects with administration, a central leadership function. Even though the literature has described faculty and administrators as two separate species with different and siloed professional experiences (e.g., Bolman & Gallos, 2011; Palm, 2006; Ruben et al., 2016), I designed this dissertation with the firm belief that instructors who cross and interlink various activities and processes within the institutional ecology (i.e., wear different hats) is not as much of an anomaly as it may appear. Despite this, I saw a clear need to at least somewhat differentiate these two populations and decided to go with the traditional notions I had been familiar with.

In this process, I decided to define instructors as those who do "the work on the ground" (i.e., in the classroom), to borrow the metaphor of a horizontally organized institution. In contrast to instructors, I labeled those who do not have regular or frequent access to the classroom administrators. This assumption seemed to best coincide with the duties and responsibilities of those in official leadership and administrative positions.

Following this rationale, possible participants were asked to determine themselves which of the two questionnaires they should complete. If they had experience as both second language writing teacher and program administrator in L2 writing contexts, they were prompted to fill out the survey for the role that occupied most of their time and/or they identified more strongly with. The call for participation provided guidance to make a choice. It specified that to complete the online teacher questionnaire, "instructors" should predominantly teach, may have some additional administrative responsibilities beside teaching (such as committee work, department meetings, faculty supervision, graduate assistant director, or professional development position), or may have a 50/50 split between teaching and administration. Regarding "administrators," the

call read that to qualify as a member of this group, potential participants should predominantly perform administrative work, perhaps teach a course every now and then as part of their administrator position, or have previous teaching experience but do not teach in their position as an administrator. This category included, but was not limited to, department heads, (assistant/associate) program directors, and faculty supervisors.

3.3.2 Case Study Participants: L2 Writing Instructors

At the end of the questionnaire, L2 writing teachers were informed about the possibility to participate in case studies and invited to provide their contact information. Six case study participants were identified based on the responses to the questionnaire. I first reviewed all the questionnaires which indicated the participants' willingness to be in the case studies. These 25 questionnaires were then categorized as "yes," "maybe," and "no" depending on completeness and the extensiveness of the responses. The following criteria were used regarding

- collaborative professionalization (here abbreviated as CP):
    - The participant provides an extensive recount of their CP experiences.
    - They express strong personal attitudes toward the nature and usefulness of CP.
    - They can articulate the role of CP within their institutional context and for their own professional trajectory.
    - They identify, either implicitly or explicitly, the different effects of CP, such as knowledge gain, identity shifts, or better teaching or administrative practices, and can describe them in sufficient detail.
- leadership:
    - The participant can describe their institutional context in sufficient depth.

- They can articulate their own role or that of other teachers as leaders in their own context.
- They perform duties other than teaching ESL/L2 writing in their setting (ideally administration or service), or they explicitly state they have little or no opportunity to partake in the administrative or decision-making processes.
- They indicate that teaching and their other duties intersect, and are able to explain how, or they describe the siloed nature of teaching, administration, and leadership in their setting.
- They mention possible tensions in their institutional context, particularly between different stakeholders, or they describe their professional community across different institutional levels and roles as quite harmonious.

Finally, an important criterion was if the potential case study participants had agreed in the questionnaire to have their department head or program administrator interviewed. While central to the case study design, disclosure of the instructors' institutional context was not required and did not constitute a criterion for exclusion from the case studies. Case study participants were supposed to be located in the United States or Canada, and to be available in person or through Skype or Google Hangouts for the duration of the data collection period.

After initial categorization, each questionnaire in the "yes" column of the categorization table was reviewed again in more detail. Using the same criteria as in the first round, I identified those questionnaires as definite candidates whose contents were particularly rich, detailed, and interesting to me. In the process, I also paid attention to each possible case study participant's background, experience, and context, making sure to have a balanced range of expertise and institutional settings. After this initial selection of three participant profiles which were unique

enough to be chosen immediately, six potential questionnaires remained in the pool, some of which shared similar traits like participant experience or kind of context. As for the remaining candidates, I summarized the questionnaires in bullet points and then compared the notes systematically. This approach revealed where a questionnaire was too vague, insufficiently aligned with the research questions, or ultimately too similar to another participant's responses or institutional setting.

As a result of this process, six case study participants were chosen who represented a variety of L2 writing contexts across the United States, i.e., IEPs, community colleges, and four-year institutions. The participant pool was composed of two graduate students at the doctoral level with teaching assistantships; two full faculty with more than 20 years of teaching experience, one of whom has additional administrative duties; and two mid-career adjuncts/lecturers with teaching experience abroad and significant administrative and service-related duties in their U.S. contexts. Below is a description of each one:

- **Carol** is English faculty at a large community college. She also teaches in her college's ESL program and serves as the faculty coordinator in her institution's writing center, which counts as part of her teaching load. Carol has a background in TESOL and composition, and approximately 30 years of writing-related teaching experience. She holds an MA degree in literary studies and completed a PhD in TESOL and composition. Although Carol describes her CV as full of "wanderings" (Carol, Interview 1), she often names her mother, a well-known and now-retired adult ESL teacher at her community college, as a major influence in her interest in teaching, writing, and literacy. She has experience teaching L2 writing at the community college level and in Intensive English Programs. She has also taught at the four-year-college level and worked with immigrant-

serving non-profits, but not specifically as an L2 writing instructor in either capacity. Carol self-identifies as a L2 writing professional.

- **Edith** is a doctoral student in an applied linguistics program at a public R1, where she also received her MA in Teaching English as a Second Language. At the time of the study, she was in the final stages of completing her degree. She had been teaching in the institution's writing program for approximately seven years (predominantly ESL) and served in different professional development and administrative positions, including working with the placement office.
- **Elyas** is faculty for English for Academic Purposes at the overseas satellite campus of a large public R1. He holds a PhD in applied linguistics and has approximately 10 years of teaching experience in L2 writing contexts. Due to the relative autonomy from the parent institution, Elyas also de facto serves as the administrator of the composition offerings, which are part of a dual degree program between the Chinese and U.S. universities.
- **Gordon** teaches L2 writing in the IEP of a mid-size public liberal arts college. He holds an MA degree in teaching English as a Second Language and has approximately 10 years of experience teaching language and L2 writing, including English instruction in Asia. He started his teaching career as a graduate student at his alma mater, which also happens to be the university housing the IEP he now works for. His main interest as a graduate instructor was L2 writing. In his program, full-time instructors usually perform additional administrative tasks. Gordon himself has taught other subjects, participated in the administration, and trained other instructors. He is also the section leader for speaking in his context.

- **Sunny** is faculty in a small-to-medium ESL program, housed in the English Language Institute (ELI), at a mid-size, private R2. She has approximately 20 years of teaching experience. After receiving her MA in linguistics and a certificate in TESL, she initially taught in the ELI. After applying for a Writing Center position at her alma mater, she later held an "off-and-on […] joint position through ELI and the English Department" (Sunny, Interview 1) to work in the Writing Center, including with engineers, and to teach ESL and composition for international students. Sunny's professional profile is extensive. She has experience teaching languages and L2 writing in K-12, IEP, and 4-year-college settings. She has taught outside North America (but not specifically L2 writing), too. At her current institution, she also instructs other subjects besides L2 writing and ESL, and works with her university's Center for Teaching Excellence. Considering writing her special area, Sunny works frequently as a writing consultant and has co-authored books on ESL writing. For most of her career, Sunny was adjunct faculty. At the time of the interviews, she had tenure and had been employed full-time at her university for five years.
- **Titus** is a PhD candidate in a Spanish department at a public R1 specializing in Spanish linguistics, specifically syntax and language pedagogy. He holds a teaching assistantship in his department and also supervises Spanish tutors in the local writing center. Titus has teaching experience of 5-10 years at the four-year-college level. At the time of the data collection process, his goal was to become a professor with a heavy focus on teaching. As a graduate student, Titus has sought out numerous opportunities for professionalization. Although he sees writing as central to teaching and many of the classes he has instructed, he does not readily identify as an L2 writing professional.

3.4 Data Collection Tools and Procedures

3.4.1 Online Questionnaires

In spring 2019, links to the online questionnaires were distributed to L2 writing teachers and administrators in the U.S. and Canada through social media, interest groups of professional organizations (e.g., TESOL-SLW interest section), and professional listservs (e.g., Consortium on Graduate Communication listserv). Messages with links and a request to complete and/or further distribute the links were also sent directly to individuals in the University of Arizona's Writing Program, the director and instructors of the Center for English as a Second Language (CESL), the director of the Writing Center (Think Tank), and the director of the Writing Skills Improvement Program (WSIP). The online questionnaires were open for approximately six months. Administrators completing the online questionnaire were entered into a raffle for an Amazon gift card.

3.4.2 Interviews with Case Study Participants and Administrators

Shortly after distributing the questionnaire links, I began reviewing the responses to the teacher questionnaire and identified suitable case study participants. Between March and May of 2019, I reached out to possible case study participants via email and invited these L2 writing instructors to participate further in the research. Three semi-structured interviews (see Kezar & Lester, 2009; Marshall et al., 2011; Steadman et al., 2018) were conducted with the instructors. Most interviews with the case study participants took place in summer 2019.

The first teacher interview took approximately 60-90 minutes per participant and focused on professionalization in collaborative settings. Instructors were asked to elaborate on the respective responses to the online questionnaires by producing personal narratives about their

experiences. A set of prepared interview questions that reflected the respective sections of the online questionnaires were used to guide the interview, but additional follow-up questions were asked based on the experiences that instructors shared.

In most cases, the second teacher interview took place approximately one month after Interview 1 and also required approximately 60-90 minutes per participant. This interview focused on instructors' leadership practices and ideas about leadership. Instructors were again asked to elaborate on the respective responses they had provided in the questionnaires by producing personal narratives about their experiences. A set of prepared interview questions that reflected the respective sections of the online questionnaire guided the interview, but additional follow-up questions were asked based on the experiences that instructors shared. Before the second interview, I also reviewed the first interview to identify points of interest and themes that I thought should be followed up on.

With approximately 30 minutes per participant, the third interview was shorter than the previous two. In most cases, Interview 3 took place approximately 2-3 weeks after the second one. Following the second interview, I asked the teachers to locate 1-2 artifacts (see Steadman et al., 2018), such as lesson plans, assignments, or syllabi, that they believed to illustrate their responses about teacher professionalization and leadership from the first two interviews. Artifacts were emailed to me a couple of days prior to the interview so I could identify possible questions in addition to the set of prepared questions that were going to guide the interview. The teachers and I then collaboratively reviewed the artifacts by following a set of prepared questions. Additional follow-up questions were asked as appropriate.

Two of the case study participants' administrators were interviewed in the first half of 2020. In the online teacher questionnaire, all instructors had been asked to indicate if they would

grant me permission to contact their administrator. In our first email correspondence, the instructors were asked to confirm their response. The interviews were requested and conducted once the case study participants had agreed in writing (email) that I could reach out to their department or program. Each interview took approximately 90 minutes. A prepared set of questions guided the administrator interview.

Depending on participant availability, location, and preference, interviews were conducted either in person on the University of Arizona campus or online through Skype. All interviews were recorded, and I took notes as appropriate. For all third instructor interviews that were conducted remotely, Skype's shared-screen feature was used. For the third interviews taking place in person, I printed the artifacts and brought them to the meeting with me so the instructors and I could take notes on the hard copies.

Each participant received an Amazon gift card per completed interview as compensation.

3.4.3 Instructor Journal

Throughout the interview process, the instructors were encouraged, but not required, to keep a journal which was supposed to help them reflect on the topics addressed in the interviews. The goal of the journal component was to make the instructors think about what they may have missed and to make them think more consciously about their everyday practices related to professionalization and leadership. The instructors were told that they should keep the journal on a laptop or tablet, or to complete it in handwriting, depending on their individual preferences. Journals were shared with me in electronic form. Before the second and third interview, I reviewed the instructors' reflections to see what points should be followed up on. Since the

journal was only optional and its purpose was to generate more data for the interviews, I did not include it as a separate data source in the write-up of the research.

	Interview 1 (professional-ization)	Interview 2 (leadership)	Interview 3 (artifact)	Journal	Administrator Interview
Carol	X	X	X		
Edith	X	X	X	X	X
Elyas	X	X	X		X
Gordon	X	X	X		
Sunny	X	X	X	X	
Titus	X	X	X	X	

Table 3.1: Overview of case study data

3.5 Data Analysis

3.5.1 Data Processing

To transcribe the audio recordings, www.rev.com, a confidential transcription service, was used. Once transcripts had been finalized, all identifying names of individuals, programs, departments, and institutions were redacted and/or replaced with pseudonyms, and interviewees were offered that they may review the documents to identify any information they wanted redacted or deleted.

Several measures were taken to protect participant anonymity. With the exception of the audio and shared-screen recordings, which were stored in a separate space and deleted after the oral defense of the dissertation, all data, such as interview notes, transcripts, journals, questionnaire responses, artifacts, etc., were de-identified and saved as electronic files to my cloud storage. All print, hard-copy, or handwritten versions of documents were scanned, de-identified as well, and subsequently destroyed. All email correspondence and documents shared

with me electronically were archived in my email account for the duration of the project and then erased after the oral defense of the dissertation.

For those case study participants who agreed to have their administrator interviewed, data sets from the same institution, department, or program were combined.

3.5.2 Data Coding

The initial writing teacher questionnaire was analyzed through open coding (Saldaña, 2016) to identify case study participants. The instructor interview data was coded in three phases. I first reviewed the interview transcripts and followed open coding (Saldaña, 2016) to record initial impressions, thoughts, and ideas which seemed to be bigger or recurring ideas. I then proceeded to line-by-line coding (see Steadman et al., 2018) to get a more in-depth understanding of the data. In the third phase of coding, I grouped recurring codes into larger themes. The interview data was already 'pre-organized' into macro-themes by how the interview questions were set up and divided the inquiry into larger topical chunks (e.g., "views of professionalization," "local opportunities for teacher leadership"). Within these macro-themes, codes were combined into sub-themes.

Thematic coding was completed using coding tables in Word which contained a column for each case study participant. Once a major theme had been identified, it was entered into a line in the table, and an "X" was placed under the respective person's name. When the same theme occurred again in another participants' data, an "X" was placed in the same line under the respective name. For some macro-themes, examples and notes were recorded in the respective column in addition to the "X." After completing a data sub-set, preliminary themes in the table were compared and refined. Themes from other coding tables were also compared and added or

revised, as appropriate. When moving on to a new data sub-set with another macro-theme, existing themes were applied to the new data sub-set.

Thematic coding was completed combining "confirmatory (deductive) as well as explanatory (inductive) findings" (Baškarada, 2013) frameworks. While some themes emerged from the data (inductive), other codes were combined into themes that aligned with the theoretical concepts and ideas the research was designed upon (e.g., "expert," "community," or "administrative leadership"). My intention was that deductive coding would provide a strong grounding of the research in the literature, while inductive coding would give insight into the individual circumstances and idiosyncrasies of the case study participants.

Defines professional self through or in terms of:	**Carol**	**Edith**	**Elyas**	**Gordon**	**Sunny**	**Titus**
Self-proclaimed L2 writing professional	X			X	X	
Highlights an area of specialization or major academic interest (writing or otherwise)			X	X	X	
Evolving trajectory / persona (at time of interviews)		X				X
Conflicted about or tensions rgd. role / academia		X	X		X	X
Serving students / commitment to teaching and pedagogy		X		X	X	X
Writing as integral to academic achievement / "specialized" skill						X
Impact of specific institutional culture and context (both positive and dysfunctional)		X		X		X
Intersectionality between roles or in context (positive or negative)	X	X		X	X	X
Diverse experiences / roles during professional life	X	X	X	X	X	
Early exposure to ESL / field / teaching	X					
Haphazardness / opportunism	X				X	
Career milestones / credentials / job titles		X	X	X	X	
Being a member of the professional field / community			X			
Searching for meaning in professional life		X				

Table 3.2: Example of coding table

For the online administrator questionnaire, the same approach to thematic coding was used, although I exclusively relied on inductive coding here. The administrator interviews were also coded using a deductive approach, but cross-comparison of themes was not used in the same manner as in the teacher interviews. The two administrator cases seemed too individualistic for comparative thematic coding to make sense, and so these two data sub-sets, while employing open, line-by-line, and thematic coding, are more summative in nature. The same applies to some sections in the findings chapter which are based on instructor interview data. In some instances, it felt more appropriate to discuss macro-topics by individually discussing cases so as to bring out their uniqueness compared to the other instructors.

3.5.3 Validity and Reliability

3.5.3.1 Validity

The selected case study participants made adequate interviewees because of their insights into administration, leadership, and institutional processes (administrators), as well as their extensive experience in teaching, professionalization, and involvement in their institutions beyond the classroom (L2 writing instructors). Some participants had, as desired, experience in multiple, oft-intersecting roles within the same institution, which guaranteed that they could speak confidently about synergies among stakeholders and across hierarchies. Even those case study participants who identified their duties as mostly teaching related had a firm grasp of their institutional setting and occasional administrative experience.

Additionally, giving participants the option to not disclose their institution and assuring them their program or department heads would not be made aware of a teacher's participation in the study mitigated the risk of biased responses so as to not experience adverse effects in their

professional environments. Teachers were assured that they could still participate in the case studies if they felt uncomfortable, feared that their identity might be disclosed, or that they might face adverse consequences by having their administrator contacted. All interviewees had an opportunity to review their interview transcripts and to remove any information. This was highly relevant to obtaining accurate data because, as I have experienced many times over, instructors often feel that they are in a vulnerable position when addressing topics like power relations or administrative structures (see also Kezar & Lester, 2009).

The case study framework uses multiple data sources to study a complex phenomenon, simultaneously investigating personal experiences as well as the complex-dynamic contexts in which they are embedded (see Baškarada, 2013; Baxter & Jack, 2008; Kezar & Lester, 2009; Merriam, 2009; Rashid et al., 2019; Steadman et al., 2018). Coupled with the narrative focus as well as research questions, participant selection, and instruments firmly grounded in existing scholarship, the case study design is suitable to give insight into instructors' individual experiences and to indicate useful implication on how to involve teachers in the leadership process. Ample triangulation through multiple data sources besides interviews such as artifacts and online questionnaire responses was in place to minimize subjective bias in case study participants' responses.

Finally, the narrative-inquiry approach (see Clandinin, 2006) also allowed me as the researcher to bring in my own subjective preoccupations with this topic. Given the major goals of this dissertation, i.e., to help me develop my ideas about faculty leadership in higher education, instructors' subjective experience were, of course, the predominant focus of the data collection process. As such, each participating teacher had ample opportunity during the interviews and in the journals to take questions in the direction that seemed most relevant and

interesting to them. At the same time, in view of the dissertation's purpose, the instructors were also asked to specifically engage with the ideas and concepts I had in mind regarding collaborative professionalization and leadership. While it could be argued that this has distorted the interviewees' responses, I was always careful to frame follow-up questions or direct inquiries of this sort as personal convictions and views of mine that I wanted the participants to comment on. One such question, among others, was the recurring theme of the relationship between professionalization and leadership—more specifically whether an instructor's ongoing professionalization does constitute leadership within the institutional ecology.

3.5.3.2 Reliability

When selecting case study participants, I made a conscious effort to choose those questionnaires which seemed most interesting to me and best aligned with the research questions of the study while avoiding random sampling. To mitigate selective bias, I carefully reviewed the online questionnaires of potential case study participants and followed the process laid out above.

Since experience in narrative-based studies is co-constructed between researcher and participant (see Clandinin, 2006), line-by-line coding was in place to minimize my own bias as a researcher (see also Steadman et al., 2018). This was particularly important because the dissertation is a critical reflection in which I engage with my own ideas and convictions of what makes effective and successful leadership. To avoid my complicity in distorting teachers' recounts and views of their experiences and best practices, the discursive space in which participants shared their experiences made sure that, to the extent possible, teachers were given the floor, which was partially achieved through the narrative-based approach. Nonetheless, instructors were also instructed to comment on specific ideas and concepts articulated in the

theoretical background, particularly regarding the relationship between collaborative professionalization and leadership, as I have explained above. As was made clear, these were carefully framed by me through explicit discourse markers (e.g., "here is how I understand this") so that participants had a chance to switch frames from reporting on their subjective experience to engaging with my subjective preoccupations.

To increase reliability, a data sub-set equivalent to one case study participant was periodically co-coded and reviewed with a colleague. The de-identified data was shared with the second coder at different times throughout the data analysis process. Three kinds of feedback were provided: 1) Whenever I was unsure about how to code a specific, shorter passage, the second coder and I would discuss what themes might be represented in the data. 2) The second coder was given a completed coding table and the respective data sub-set with codes applied. After reviewing the themes from the table, the second coder would then check if codes have been applied accurately to the data. In case of disagreement with how a passage of the data had been coded, we would discuss and agree on what themes were present in the respective passages. 3) The second coder was provided with an uncoded data set and asked to identify themes. Once coding was completed, we would compare mine and their coding, as well as the coding table with themes that had been produced before, and then discuss. Themes were refined accordingly.

Finally, to mitigate issues with reliability, I applied recursive coding to half of the Interview 2 data set. To have a rough estimate of the reliability of my second round of thematic coding, I would briefly go through the respective interviews and take handwritten notes on large themes I was seeing. I then compared these notes with my comments in the margins from initial coding as well as the existing coding tables. There were only few instances where themes found in the second round deviated from the initial coding.

4 Findings

The present chapter is divided into five sub-chapters. Chapter 4.1 introduces the instructors' self-understanding as professionals as well as their institutional contexts in more detail. While this section partially addresses RQ1, it is predominantly meant as a space to get to know the L2 writing teachers better and to provide a background against which to interpret the other findings chapters. Chapter 4.2 addresses RQ1 by investigating the instructors' views of teacher professionalization and leadership. Chapter 4.3 answers RQ2 as it looks into the collaborations that the case study participants have shared with me. This sub-chapter covers basic processes and dynamics in collaborative settings as well as the leadership-related outcomes of collaboration. Chapter 4.4 covers RQ3. It examines in more detail the different ways in which professionalization and leadership coincide. By taking an enabling leadership lens, it looks specifically into how creativity, innovation, and adaptive change behavior borne out of collaboration become productive at the institutional level. Chapter 4.5 is dedicated to administrator perspectives on teacher professionalization and leadership. It includes a broad summary of the online administrator questionnaire and the interviews with Edith's and Elyas' administrators.

4.1 Professional Selves and Contexts of Case Study Participants

4.1.1 Professional Selves

At the beginning of Interview 1, I asked all case study participants to tell me who they were professionally, intentionally leaving the question open and broad. Before guiding the participants through the different concepts and engaging them consciously in reflection about professionalization and leadership, I wanted to see what ideas were at the forefront of their minds

when asked how they saw themselves as language professionals. While all case study participants projected highly diverse and different professional images of themselves, there were a few clearly identifiable themes across all of them.[2]

Carol: A noteworthy thread in Carol's self-description as a professional is her early exposure to teaching and ESL. When asked to define herself professionally, she said:

> Let me preface it by, I am the daughter of an adult ESL teacher. She was the first full-time adult ed ESL teacher at the community college I now teach at, ironically. I kind of grew up with teaching and ESL in the background, which pretty much meant that I did not think I was going to do that. (Carol, Interview 1)

Interestingly, Carol's remarks about her anticipated career path are congruent with the flexibility and haphazardness that seem to be a driving force in her professional life. This is most clearly reflected in Carol's use of words indicating not necessarily a lack of intentionality or linearity overall but rather an attitude to seize opportunities when they present themselves. In the following excerpt, she talked about how her interests have shifted as a result of her MA coursework bringing her in touch with teaching ESL and writing center work:

(1) Then it **just so happened** that that next fall, I had come back to my hometown like just for the fall, and **ended up just through chance**, somebody backed out of an adult ed ESL class at the last minute. They knew I was in town and I had a bachelor's degree, which is all it required, and I **ended up** teaching adult ed ESL to beginning students at a branch campus at a high school.

[2] Explanation of terminology used in this section: "Intersectionality" refers to different co-constitutive experiences and roles held at the same time that potentially influence each other (e.g., teaching "speaking" and "writing" in the same semester and one activity bleeding over into the other activity area). "Diverse experiences" refers to different experiences and roles without a clear indication of any cross-over (e.g., having very distinct jobs consecutively or participating in different yet seemingly unrelated groups or activities at the same time).

(2) That experience, I think, combined with writing center work, sort of **steered me** to the path I'm in now. You know, if you look at my CV, you'll see there's a lot of **wanderings**, but it all had to do with teaching language and teaching writing, and writing centers, so those always have been mixed. … basically, when I was looking to go back for further education after I had a master's degree, I **ended up** going looking for places where I could do both composition and TESOL. (Carol, Interview 1; emphasis added)

A last major theme Carol touched upon in her description of her professional self is diversity in professional contexts and the intersectionality of different roles. When asked how she sees herself, she stated, "I have a foot in three camps" (Carol, Interview 1).

Throughout this part of the interview, she provided examples of what it means to be involved in more than one camp. A defining moment in Carol's professional trajectory was when her interest shifted from language arts and literary studies to teaching and composition. Interestingly, this shift was initiated when she had different roles—that of student, tutor, and participant in professional development—in an applied, collaborative practicum experience during her master's program:

I graduated from college with an English degree, even went back for a master's in literary studies, but still not with the idea of teaching, more writing kind of thing. Then I happened to, my second year of my master's program, take a class called 'Teaching in a Writing Lab' with a scholar named [name]. Part of that then included a practicum working in the writing center, or what they called the 'writing lab' there, and that really was kind of a pivotal moment for me. I think both in terms of, back to professional development, that course was maybe 12 or 13 grad students of varying ages and

> experiences that were all tutoring there for the first time, and … we were reading and discussing but also working with writers. (Carol, Interview 1)

What this excerpt also hints at is how collaborating with colleagues from varying backgrounds may have contributed to her flexible stance as a professional.

This habit of ending up in different roles and wearing multiple hats aptly describes her current professional situation. While a full-time faculty member in English, Carol has an "alternative load" (Carol, Interview 1) every semester, which includes running the writing center, working with tutors and multilingual students, and, more broadly, also has implications for professionalization:

> Because of that, I teach; I work with tutors; so, I end up having a foot in composition and TESOL and in writing centers, and my conference attendance and the kind of things that I focus on are always kind of circulating between those three. … I guess when I talk about the professional development, … it tends to circulate between all those three things. (Carol, Interview 1)

As the above points have already hinted at, Carol does see herself clearly as an L2 writing professional, which, apart from exercising the roles already discussed, she also defined through professionalizing activities like reading, presenting at conferences, or supporting faculty in helping L2 writers. This view and professional enactment of intersectionality seems to be in conflict with the somewhat siloed nature of the professional sub-fields Carol described. About herself, she said:

(1) I think by now, I can say I'm a professional, but I'm also a writing center professional and a composition professional, so it's kind of a little bit of everything.

(2) I guess I feel like because I have a professional foot in both camps, you know then I guess I do think that I'm a professional. I don't know what I think that means exactly, but if it means you're constantly reading and thinking about what you do, then I am definitely a professional. (Carol, Interview 1)

When talking about the profession as a whole, though, she lamented a lack of communication, collaboration, and intersectionality:

> in my writing center work and my TESOL work, I noticed that the groups don't talk to each other very well, or they're often sort of pursuing things that are similar but there's not enough. (Carol, Interview 1)

Edith's professional trajectory is hard to synthesize or compartmentalize. The major reason for this is that she narrated her professional self sequentially in reverse chronological order, following her career milestones. Working her way backwards, Edith described an incredibly variable and diverse professional trajectory. She has taught ESL, EFL, and first-year writing. As an instructor, she has worked with children, adolescents, and adults, both in the United States and abroad as a Peace Corps fellow. In the United States, she has experience at the four-year-university and community-college levels. Edith's description of who she is professionally began with the fact that she recently submitted her dissertation in applied linguistics. While giving a recount of her time as a doctoral student, we see a description of diverse and intersecting roles. Beside her dissertation, Edith mentioned her role as a graduate instructor in her institution's writing program, her work in the placement office, and her experience as an editorial assistant. While these experiences are mainly framed through the naming of job titles, she also mentioned that she completed professional development at this stage of her career.

Edith also worked for non-profits, including as a grant writer for a non-profit that supports children who experienced trauma. In her description of this daycare facility, we get a clearer glimpse of Edith's professional persona. She expressed a clear feeling of conflict and rejection when she explained that this position forced her to compartmentalize her professional role and responsibilities. The negation of a diverse and intersectional self is reflected in a physical-hierarchical separation in the work environment:

> It was a day treatment facility for kids five and under, most of whom were in the foster care system, and I didn't have any connection to the program. In fact, that's one of the reasons that I really didn't like it, because I was just a grant writer, and my boss really kept us separate. Those of us who were upstairs and those who were downstairs. … Downstairs was the treatment, so the kids, daycare, and the program director. Anybody who was actually working with the kids, the counselors, the teachers, they were downstairs. Upstairs was all fundraising, accounting, volunteer coordinating. I hated it. I hated that job so much. (Edith, Interview 1)

The second description of a non-profit Edith worked for carried a more positive tone. In this role, she trained tutors to work with adult students who had learning deficits or disabilities. Interestingly, Edith framed this role around administrative duties that encompass a variety of roles and responsibilities:

> And I did all the programming there, curriculum development, training tutors, testing students, reporting on outcomes. I did a whole, whole bunch. Also grant writing, but mostly it was about program stuff. (Edith, Interview 1)

At first, Edith's recount may sound like a loosely connected and somewhat serendipitous sequence of jobs and opportunities. What connects these diverse experiences, however, is Edith's commitment to teaching and searching for meaning in her work:

> When I look back, it doesn't seem like I had this in mind all the time. It wasn't like I drew a line beforehand knowing where I was going to go, but when you look back, yeah, it's like everything is connected through this. Especially through English in some way, through teaching, also through social justice kind of programs, like Peace Corps and even my non-profit work. I think professionally, I like for my work to have meaning behind it. Meaning for the world, not just to make me money so I can live in a house and buy things. I want that too, but that's not enough for me. (Edith, Interview 1)

It was only later in Interview 1 that Edith revealed she does not feel like an L2 writing professional. Her major interest is teaching, and her L2 writing experience is somewhat of a side effect of the funding situation at the institution where she received her PhD.

Elyas was quite brief in his self-characterization as a professional. What strikes one immediately as interesting in his response is that he named his professional title, followed by a chronological recount of his somewhat diverse professional experience.

In general, Elyas seems to believe that calling oneself an L2 professional is a matter of merit, qualifications, and relevant experience. Later in the interview, Elyas expressed the view that a key issue of professionalization is positioning oneself vis-à-vis the professional field of L2 writing. In this process, the instructor must gradually improve in those areas where their practices are not yet fully aligned with the best practices and current state of knowledge in the professional community. When asked if he considered himself an L2 writing professional, Elyas seemed to display an understanding of himself as not fully fitting this category:

> Yeah, as much as one can be. Professional? Maybe not, professional only in the sense that I had training in second language writing, not necessarily because I feel like I'm the best qualified for what's going on. (Elyas, Interview 1)

Interestingly this potentially conflicted view of himself as a member of the L2 writing community is underpinned by a rather functionally oriented description of his academic interests. In a matter-of-fact fashion, he framed his interest in genre instruction and corpus approaches to L2 writing as a corollary of his job duties. This tension was further confirmed when later in the interview he talked about how his views of professionalization have formed, stating that the activities for professionalization he has engaged in have mostly been in support of the ability to perform his job duties and not so much aligned with his true academic passion.

Gordon: Although Gordon clearly self-identified as an L2 professional, his self-described professional persona seemed harder to grasp. The reason for this is mostly that his description was rather factual, following his career milestones.

An interesting facet in Gordon's response is that similar to Carol's professional recount, we see a hint of both exposure to diverse experiences as well intersectionality of different roles and perspectives as forces shaping Gordon's professional trajectory. Gordon opened his statement about his professional self with a focus on being an ESL teacher. This occupational label, however, encompasses more than what he started out as originally. His teaching career began during his master's program while he was a graduate teacher in his university's Intensive English Program, where he developed a strong interest in L2 writing. Gordon's focus seems to have then broadened as he became involved in new contexts:

> So, at the time [in graduate school], early on in my career I was really interested especially in L2 writing instruction because that's what a lot of my coursework focused

> on, and that's what I was teaching as my graduate teaching assistantship. After I did that for a few years at the IEP here, I went and taught English in [Asia] … in a situation where I taught all different kinds of English. I was with English majors who were going to be studying abroad soon. So, I got a little more interested in the speaking and listening side of things there. Now that I've come back to [alma mater] I am a listening component leader. I'm a little more interested in the listening side of things. But a big part of that is also writing, and I still teach writing every semester. (Gordon, Interview 1)

A noteworthy facet of Gordon's description as an L2 writing professional is the role of the institutional context and culture. His view of himself as an L2 writing person seems strongly tied to the importance of L2 writing offerings at his institution, which has implications for his own workload as well as his students' learning experience:

> I would definitely consider myself an L2 writing professional because it's our longest course that we teach here. It involves the most time. So even though administratively I do a lot of other things, L2 writing is probably the thing that I spend the most time teaching and preparing. It's probably the most visible thing at the university. It's the thing that gets valued a lot in terms of helping the students the most. (Gordon, Interview 1)

Sunny: Proclaiming writing as her "special area" (Sunny, Interview 1), Sunny clearly self-identified as an L2 writing professional. In unpacking this label, she immediately began her description of her professional self with her credentials, such as her master's degree in linguistics or her work experience in her alma mater's IEP. She then continued to narrate her career achievements. Especially her positionality as a former adjunct who, after approximately two decades of uncertainty, has finally been able to secure a permanent full-time position is first

revealed here and continues to be framed later as a defining factor in how Sunny understands her role in higher education.

Another major theme we see in Sunny's account of her professional persona is her passion for teaching and dedication to student achievement. She said,

> So, basically, I love teaching in any form. And recently these past couple years, I've worked a lot with our Center for Teaching Excellence … So right now, of course, I've been working on my TESOL proposal. My special area is mindfulness in teaching and mindfulness, how to teach students to be better students, since that seems to be the issue we're having now with students in general at college. (Sunny, Interview 1)

A very noticeable facet of Sunny's professional account is the diverse nature of her appointments and professional activities. Regarding the latter, she mentioned writing center work, including workshops; teaching ESL and composition; supporting students writing in their specific discipline (engineering); consulting; editing; attending conferences; as well as research and publishing. While not as clearly pronounced as in Carol's profile, these different roles and contexts seem to intersect and inform Sunny's work. Regarding her latest project on student mindfulness, for instance, she said:

> Well, I have a couple books that I coauthored on writing in ESL. And I currently have a manuscript in process for information literacy. ... I don't know, I have too many interests. I got into that at [current university]. I teach that class. And I love research. So for me that's also important. And it's such a crucial part of writing, right? (Sunny, Interview 1)

Finally, similar to Carol, yet in a less pronounced manner, Sunny seems to describe a professional trajectory that is characterized by some degree of haphazardness. Although her recount follows a chronological trajectory, the way she described all her interests and diverse

experiences appears somewhat unsystematic, possibly reflecting a career that is driven by spontaneity and getting drawn into things. A clearer indication of this is present when Sunny touched upon her beginning involvement in writing center work:

> For a few years after I got my master's, I worked in the ELI, and we had a slot in the Writing Center. Then some people I worked with in the Writing Center were like, 'Oh, you should propose a position.' I had off and on a joint position through ELI and the English Department to work in the Writing Center and also teach ESL. (Sunny, Interview 1)

Titus' described his goal as becoming a professor with a strong focus on teaching. In his recount of career goals, we see an evolving and still-stabilizing professional trajectory which seems underpinned by a conflicted view of academia and the role of teaching and supporting students:

(1) So now I strategically describe myself as a PhD candidate to mask the fact that this is my sixth year. … But my goal was to become a professor and then my goal was to get away from academia as quickly as possible, and now the goal is still to become a professor, but with the goal, like, focusing on teaching more than research.

(2) I'll be in the job market this fall. So, hopefully I'll find a job or I'll be focusing more on teaching, or I hope I'll be in a department that values teaching and whose classes are designed with students in mind and not just dollar signs. (Titus, Interview 1)

Although Titus did not describe himself as a L2 writing professional, the articulation of his professional self strongly revolves around student centeredness and the importance of teaching and pedagogy. This commitment to become a better instructor was repeatedly framed in the interview responses around the idea of "trying":

(1) I would say professional, no, but I'm interested in trying to find ways to adequately teach writing even in the lower-level classes. In all the required training I've had, no one has ever talked to us about teaching writing. It's just kind of this tacit assumption that all students know how to write fine in their first language and that they'll all know how to write fine in their second language. I realize that is totally problematic.

(2) So professional, no. But I try and find ways to remedy things where I can, like the topic is too far out of the student's experience, or they don't have the necessary vocabulary or the necessary context to do this assignment. (Titus, Interview 1)

As the two quotes above show, the attempts undertaken by Titus to create effective learning experiences, in part by providing adequate L2 writing instruction, is embedded in his perceived shortcomings of the institutional context in which he teaches. What seems particularly interesting in Titus' data is the tacit assumption displayed by his department that writing in the L1 and L2 follow the same rules, which creates a lack of deliberateness and disconnections in course design and instruction, manifest in the form, for instance, of a missing process orientation or sound genre instruction:

(1) Because I realize there are lots of problems in how we conceptualize writing in L2 classes, and then I guess the biggest problem is that at times we don't even think about it. We just assume it's not even a thing. Students, they write and they're L2, it's fine.

(2) So, here in the Spanish department, we have 101, 102, 201, 202. Those are the first four semesters. They have short writing assignments. It's usually in the form of a five-paragraph essay, but there's no actual teaching about writing. It's just like, 'Here's a prompt. Now you answer it in the form of an essay.' But there's no actual instructional

> ‘Here's how you should structure ideas’ or ‘Here are some useful expressions. (Titus, Interview 1)

Further evidence about a dysfunctional institutional culture was provided by Titus when he described basically what is a preemptive pedagogy:

> I think that the goal was to avoid students either using translators, or doing a ‘shitty rough draft,’ and then having someone else either write their final draft or using a translator or something. But in the end, it was just this terrible process of like, this is the exact opposite of what any L1 composition instructor is teaching them to do. And it also just doesn't make sense even in the L2 classroom. (Titus, Interview 1)

These institutional practices are in stark contrast not only with Titus’ pronounced interest in supporting students but also with his view of writing as an “acquired skill” or “human invention” (Titus, Interview 1). Although he does not see himself as a L2 writing professional, in his mind the commitment to writing in L2 instruction is only logical because it is an integral skill that underpins student learning.

Lastly, and interestingly, as Titus articulated these views of L2 writing and his role as an L2 professional, he linked his role as an instructor, his attempts to provide better teaching, and the problematic department culture numerous times to how these intersect and sometimes impede his progress toward completing his degree.

4.1.2 Professional Contexts

Carol described her institution as a public community college with sixteen thousand students spread out across three campuses. The English department, which has 20 tenured full-time and

40-50 adjunct faculty, is the largest department in the college. Carol also works for the English Language Institute (ELI), which employs eight tenured and eight adjunct faculty.

Carol characterized the relationship between faculty and admin as very good. Administrators are supportive, and faculty usually propose ideas and initiatives. An important aspect in Carol's context is the intersectionality of roles between the two groups, who have quite similar duties and responsibilities. Administrators are faculty with a teaching release, and the "only difference is in workload" (Carol, OTQ[3]). Teachers play a central role in the administration and decision-making processes, and as tenured faculty, Carol not only shows a pronounced interested in administration in her department but also actively partakes therein as writing center coordinator.

There is a clearer divide between adjunct and tenured professors, however, as the latter are expected and obligated by their contracts to engage in professionalization and local governance and decision making. Adjunct faculty, on the other hand, are often less involved because of teaching obligations at other institutions or part-time status, which is why they are encouraged to get involved but cannot be mandated to do so. Overall, though, teacher professionalization is a key priority for administrators.

Sunny's university is an R2, and the ESL program itself is small to medium in size with approximately 100 students per semester. Like Carol, Sunny noted that the relationship between administrators and instructors in her department is excellent. Administrators teach courses and are accessible through their "open door policy" (Sunny, OTQ). They keep instructors, whom they meet with "understanding and interest" (Sunny, OTQ), informed and engaged through "ongoing dialog about issues and program developments" (Sunny, OTQ). In general, Sunny's

[3] Online teaching questionnaire

context seems very friendly and close-knit. Teachers offer each other support, for instance by subbing, and administrators are supportive and flexible when faculty face challenges in their personal lives.

In terms of specific responsibilities, Sunny presented—despite administrators' dual role—a somewhat siloed picture: She stated that administrators' duties include advising, building and maintaining relationships with advisors and other departments, recruitment, testing, and curriculum development. The work of instructors, on the other hand, was described as firmly linked to the classroom. They create syllabi while following policies and requirements; choose textbooks; create courses, schedules, and lesson plans; assess student work; and provide input.

Despite Sunny's rather positive recount that "teachers definitely inform the curriculae and course development through the open channels that exist with supervisors" (Sunny, OTQ), she stated that teachers are only moderately important in the administrative and decision-making processes overall. Since most instructors in her context are adjuncts, they may have multiple teaching appointments and limited time. They are invited to department meetings, though.

Like Carol, Sunny has a pronounced interest in administrative work herself which she explained with a care for students, personal interest, and the desire to bring in her own expertise. Another important aspect is career advancement, as she "hope[s] in the future to be given responsibility" (Sunny, OTQ).

Administrators encourage teacher professionalization, which they value very highly, such as in the form of conference attendance. Financial assistance to instructors is available, and there are various on-campus resources, such as a center for faculty development. Due to the fact that most instructors have adjunct status, though, collaboration for professionalization proposes a challenge.

Gordon: Just like Carol and Sunny, Gordon described a functional and symbiotic context. Part of a liberal arts college, his IEP is a small program with approximately 70 students, eight full-time instructors, and four part-time faculty.

Similar to Carol's and Sunny's recounts, Gordon's program has an inherent intersectional dynamic, as it offers student endorsement and, as such, must work with other units on campus. Additionally, Gordon described the relationship between administrators and instructors as very good where ample collaboration on committees exists and administrators actively "build a culture of [professionalization]" (Gordon, OTQ) as one of their key priorities. For instance, faculty are encouraged to take a leadership role outside the unit by showcasing their expertise at conferences.

Regarding duties and responsibilities, the roles of administrators and instructors intersect. While full-time teachers perform administrative duties, such as serving as "component leader" (Gordon, Interview 2) (i.e., a person responsible for a particular skill like writing or listening), instructors take on administrative and decision-making responsibilities like curricular review. They have, however, no say over course development, recruitment, or HR-related issues.

Gordon's recount highlights his pronounced interest in administrative work, the importance of which he recognizes not only for his CV but also his ongoing professionalization. Gordon claimed that the IEP's institutional culture supports the entwinement of policy and teaching and concluded that involvement in the administration leads to better teaching.

Edith's context seems less in sync and harmonic than those of Carol, Gordon, or Sunny. Her institution, a large public R1, houses a large writing program with approximately 7,000 students and 140 instructors. Due to the size of the program, it is hard to get faculty, administrators, and writing course instructors on the same page, and the relationship between

administration and teachers was described as problematic. Specifically, Edith mentioned tensions between graduate students and the administration, citing limited availability of specialized courses to teach and a lack of respect toward and appreciation of graduate labor.

The relative distance between administrators and instructors is also reflected in two distinct sets of responsibilities. While teachers have an "on-the-ground" (Edith, Interview 1) role working with students in the classroom, administrators, while occasionally in the classroom, are described as dealing predominantly with mostly bureaucracy. Regarding involvement in administration and decision making, though, teachers are welcome at open meetings, and the different groups of stakeholders in the program have representation at different levels. Edith relativized their importance, however, when saying that administrators usually have the final say. Despite these apparent obstacles to instructor participation in the program, Edith showed a pronounced interest in administration.

Edith characterized teacher professionalization as not important in her context, claiming that it is only a formal requirement. She labeled professionalization as generally not effective, as specific offers and requirements are often misaligned with teachers' actual needs. In addition, Edith lamented that instructors do not receive sufficient mentorship in their efforts to professionalize, nor is there follow-up from administrators or supervisors as to the effects or effectiveness of the yearly professionalization requirement or teachers' specific activities.

Elyas: Between the rather negative recount Edith gave and the mostly positive descriptions from Carol, Sunny, and Gordon, Elyas' context ranges somewhere in the middle. Although he technically works for a public R1, typically ranked among the top 40 schools in the U.S. News ranking, his immediate context is the overseas satellite campus that he is in charge of

directing. The satellite campus offers a dual law degree with the host institution abroad and the parent campus in North America, which Elyas branded a prestige object.

Elyas described the relationship between administration (himself) and instructors at the satellite campus as good. His focus in describing the responsibilities of administrators in general was on accountability, but regarding his role on the satellite campus, he acknowledged that due to the small number of employees, teacher and administrative roles are not very different. Apart from coordinating with the main campus and shaping the writing offerings at the satellite location to local needs, Elyas carries a full teaching load and engages in professionalization where possible. Elyas considers instructors' involvement in the administration and decision-making processes as very important yet described teacher professionalization as moderately important.

As the person directing the satellite campus, Elyas shows a strong interest in administrative work. Apart from valuing the ability to exercise influence on activities and decisions, he also cited more attractive financial rewards in administration compared to other areas in higher education.

Titus: Compared to the other participants, Titus' context is, undoubtedly, the least functional and supportive. His Spanish department is housed in a large public R1 whose "goal is to serve as many students as possible, even if that means sacrificing quality" (Titus, OTQ). Titus' perception of an institutional culture that has gone awry is also reflected in the description of the departmental relationships between administrators and instructors. While those supervising teachers have no training in SLA, Titus lamented a general lack of care for teaching and student learning on the part of administrators, who, instead, prioritize enrollment numbers above everything else.

Against this background, it is unsurprising to hear that instructors are not considered important in the administrative or decision-making processes and have virtually no influence over the lower-level curriculum. Although teachers in the department can determine the syllabi of higher-level undergraduate courses, they receive no support in designing these classes, and there is generally no monitoring of quality, such as relating to curricular alignment.

Apart from minimal training at the beginning of the semester and job market preparation for graduate students, teacher professionalization is, according to Titus, not a priority at all to administrators in his department. There are no opportunities for ongoing professionalization.

4.2 Basic Concepts and Definitions: Leadership and Teacher Professionalization

4.2.1 Scope of Leadership in Higher Education

4.2.1.1 Definitions of Leader and Leadership

Despite the great diversity among participants' responses as to what defines leaders and leadership, a common theme among all six case studies was that leading pertains to having a vision and working toward specific goals. Mentioning "vision" explicitly as a central component, Carol highlighted that leadership is flexible and that the vision "may not have an exact form" (Interview 2). Along those lines, all six instructors used a number of different terms to describe *vision and goal orientation.* While Sunny stated that leading is about making improvements, Carol was more specific in highlighting that leadership is inherently about solving a problem, negotiating with others what is important and setting joint priorities and making decisions, or responding to what is happening in one's professional context, including issues in the classroom. Similarly, for Gordon, creating positive change in response to challenges and particular situations, be it on a small (e.g., updating one's approach to grammar teaching) or large (e.g.,

modify one's mission) scale, was central to leadership. Elyas mentioned in his recount that leading is concerned with reaching consensus, maximizing efforts, or working toward aligning one's practices with best practices and insights of the field.

A strongly related theme was that of *taking action* and the different measures and various ways in which *vision and goal orientation materialize and are enacted* as part of the leadership process. Gordon mentioned that to enact change, leaders must be able to assess a situation adequately in order to respond. The desired change or goal to be achieved unfolds, according to him, through collaboration and as a team effort. Stressing the collaborative nature of the leadership process also, Carol, under the umbrella of getting people involved and together, discussed modeling behavior and thinking with others, as well as encouraging others to act and think in a certain way, as a central leadership facet.

While still heavily focused on the group, the other participants seemed to shift away from this angle a little to focus more on the person in charge of a group or collaborative process. Sunny stated that leading requires delegating and managing a team, and that good leaders facilitate processes and outcomes. While Elyas focused on the idea that leading is about exerting influence over others, Edith insisted that sometimes leadership requires for one person to take control. Arguably, though, this was not Edith's main focus. She framed leadership as doing something for the group in terms of "identify[ing] a path" (Edith, Interview 2) for others or finding the best way to reach a goal. Key to this role as trail blazer is the leader's ability to listen carefully and consider other's needs.

As the previous paragraph illustrates, the group is a key principle through which leadership is enacted. While *group and community* can be a means to leadership, it has also been raised as the beneficiary thereof. Carol and Edith, for instance, characterized serving others as a

form of leadership and mentioned specifically getting people together, doing something positive for the group, and identifying a path for others in this context. Titus and Sunny said that leading was about supporting, enabling, and helping others. Titus, Carol, and Edith mentioned listening to others, and Edith added that leading is centered on relationships of trust and taking into account others' needs. Carol's take on creating community and getting others involved not only included learning from one another in general but also mentioned mentoring colleagues. Gordon's take seemed particularly interesting, as he mentioned that many instructors specialize in a particular area and become the "go-to person" (Gordon, Interview 2) for others. While this notion relies on grown expertise over time and, hence, constitutes a quality, this recount also carries a strong notion of relations and community bonds.

More generally, *individual qualities* were highlighted repeatedly by the participants as central to leadership. Gordon contended that people "gravitate toward a certain thing" (Gordon, Interview 2), and so over time they develop expertise and achieve a particular status among colleagues. This notion of the "go-to person" (Gordon, Interview 2) cited above effectively adopts a polycentric understanding of leadership where different 'pockets' of knowledge exist within a program. Along the same lines, Edith said that a person's knowledge and skills can help them assume a leadership role, as they give professional legitimacy and make others gravitate toward these clusters of expertise. Sunny, too, mentioned knowledge of tasks and responsibilities. Titus, criticizing that in his department "we don't have anyone who specializes in SLA" (Titus, Interview 2), also framed an individual's specialization, knowledge, and credentials as highly relevant to leading. While related, Elyas and Gordon spoke of leading as a person's skill or ability to achieve a goal or enact change.

Personal features also appeared important to some of the participants. Like Gordon, Sunny highlighted a leader's personality as important, saying they should have "people skills" (Sunny, Interview 2) and be flexible, honest, humane, empathetic, proactive, and reasonable in their expectations. She also stressed the importance of a leader's openness to opportunities and influences, including willingness and interest to get outside of their job duties, and to show awareness of their surroundings and understanding of existing structures. Another point Sunny touched upon was that leaders should show consistency in that they "practice what [they] preach" (Sunny, Interview 2).

Collaboration, *connections*, and *interactions* was another prominent theme regarding the nature of leadership. Although collaboration was at least implied in every instructor's recount, as shown above, Carol's and Sunny's descriptions were particularly strong in this area. For Carol, leadership is about being connected to the whole and crossing boundaries into other units and roles. She stressed the importance of interactions, relationships, multiple perspectives, and exchange with colleagues and other stakeholders. This falls in line with Sunny's preoccupation with a leader's openness to new opportunities and influences, and their awareness of their surroundings. She stressed specifically the importance of intersectional roles, meaning that leaders are often officially one thing but do (or should do) something outside of their immediate purview. Sunny also claimed that working toward a goal is contingent upon the relations between leader and supporters. It is within these dynamics that leaders identify unoccupied activity spaces and potentials by understanding situations, sharing individual perspectives, and showing awareness of existing conditions. In this context, collaboration helps to get system components in sync. Collaboration serves as a means pool resources, approvals, and other essential items. Under this umbrella of awareness everyone can move in the same direction.

Many of the participants focused on formal *roles, appointments, and titles* during the interviews. While some may lead "by default" because of their titles, such as teachers and those "in the important positions" (Titus, Interview 2) like department heads, most of the instructors rejected the idea that leadership is defined, at least not exclusively, by titles and appointments. Sunny, for example, described herself as a leader, citing her willingness to be open about opportunities and her awareness of the institutional structures and processes. While acknowledging the existence of a layered leadership hierarchy with official leaders at the top, Gordon, too, spoke of "de facto" (Gordon, Interview 2) leaders, as anyone can, through their actions, personality, and expertise, exhibit leadership. Along the same lines, Carol rejected the idea of top-down leadership which prescribes and imposes on followers preconceived ideas and actions, and instead embraced the notion of community-orientation as a central leadership process. The relevance of informal, processes-oriented group leadership, in opposition to formalized and official leaders, was most strongly argued for by Edith. She said that individuals lead within groups by positioning themselves and being positioned as leaders. These positions are then taken up by others, which as a process may be supported by a person's professional knowledge or skills. As such, leader roles emerge and are negotiated, and since they are contextual and situational, individuals can move out of or into leadership flexibly. While these ascriptions and positionings may coincide with official titles, this is not necessarily the case.

Finally, Edit was alone in characterizing leadership as inherently *political*. Setting up a clear divide between group-oriented leadership centered on serving others vs. formalized and official leadership as it is encapsulated in formal positions such as dean or provost, she said that leading often becomes entangled with individual interests and career goals. As such, leadership is often imbued with conflicts, ambiguity, and inconsistency. As one example, she mentioned

how despite positive, espoused theories regarding instructor support, official leaders often will not follow through because of limited time or resources. In this context, she also addressed how many administrators are often wedged in middle management, causing them to be pulled in different directions by various groups and their interests.

4.2.1.2 Leadership Challenges in Higher Education

When asked what makes leadership in higher education (HE) contexts unique, as compared to, for example, industry or politics, some of the participants mentioned the *complex and multi-layered* (i.e., *non-hierarchical and non-linear*) *ways in which HE settings are organized*. Referring to the multitude of stakeholders and constantly moving or interacting parts that leaders in HE have to deal with, Carol noted that these leaders must be "system thinkers" who keep an eye on the bigger picture as well as the connections within a "series of systems" (Interview 1). Without this awareness, leaders risk adopting a focus that is too narrow, she claimed. In this context, Carol highlighted her community college as a positive example where faculty have power through shared and democratic governance. Although Sunny was mostly guessing when responding to this question because she had always worked in HE, she corroborated Carol's remarks indirectly by citing as one hurdle in HE settings the leader's ability to "get things done" (Sunny, Interview 2).

Similar to Carol, Sunny, thus, addressed the great contextual diversity and differences across contexts in HE and language programs, and identified as an internal challenge for instructors the ability to "participate in the structures that exist" (Sunny, Interview 2). An associated difficulty was to create visibility and recognition for one's work and program within the institutional context. While less pronounced, Edith's response also underlined the more

complex and layered makeup of HE settings. She differentiated leadership in industry or politics from leading in HE in that HE contexts are often less top-down, less prescriptive, or less unidirectional. She also points to the oft-challenging position of individuals in middle management, such as program directors or department heads, who have to answer to stakeholders both above and below them.

Interestingly, Gordon clearly deviated from this theme by characterizing HE in terms of *ranks, hierarchies, and a strictly tiered system* in which stakeholders have influence by means of credentials and institutionalized legitimacy. In this system, there is little flexibility, meaning that it is difficult to bring other people into established structures or to move between areas or tasks. As such, HE, for Gordon, is little meritocratic. He contrasted this rigid system with his own context, though. In Gordon's IEP, there is a clear sense of meritocracy, manifested, for instance, in the "go-to people" (Gordon, Interview 2) for different areas of expertise. He also highlighted that teachers have professional ranks within the program, which are effectively leadership positions. Gordon also characterized the IEP as an open system which encourages collaboration, joint decision-making, teachers input, and peer mentorship from experts. At the same time, he did admit to a certain degree of hierarchy because instructor involvement does depend on job category and status. Specifically, Gordon mentioned that access for adjunct teachers is internally and externally constrained, but the program is taking proactive steps for including teachers as much as possible.

Finally, Elyas' description seemed like the most peculiar among all instructors because he specifically tied this question almost exclusively to his own context. In alignment with the above definitions of leadership, Elyas described leading as a goal-oriented group process. However, his view is rather unidirectional, meaning that his task as the leader of the satellite

campus is to onboard new instructors by communicating the program, including its interests, needs, and goals, so that he and the instructors can "carry out" (Elyas, Interview 2) what the program is supposed to do. This entails aligning new teachers with local requirements but also best practices overall. In this discussion, he framed himself as a facilitator who empowers instructors by giving them to tools to succeed while overseeing and managing the process.

As he and the teachers work toward this goal, the dynamics remain somewhat participatory as instructors still have a chance to bring in their own experiences and interests by providing input or innovating curriculum and materials, to the extent possible. It appears that this is where Elyas pinpoints the challenge of HE leadership. The program is externally constrained through policy and mandates regarding curricular goals and learning outcomes coming from the main campus, and as such is designed as a top-down and layered system with the local coordinator in charge as enforcer. This is in tension with "bottom-up" adaptive local leadership which is driven by local needs and instructor input. At the same time, the satellite campus is granted extensive curricular freedoms regarding materials, assignments, or teacher participation outside the mandated cornerstones of the program that the main campus has defined. The challenge, then, becomes making the program work in this tension-laden relationship with the main campus which Elyas described as largely disconnected from the satellite campus in terms of leadership cross-over.

4.2.2 L2 Teacher Leadership

4.2.2.1 Scope of L2 Teacher Leadership

I will keep this section about L2 teacher leadership rather short, which is for two reasons. The responses given for this question overlap to a large extent with what the instructors stated about

leadership in general and leadership challenges in higher education. Second, a large part of the case study participants' recounts about leadership in higher education were already framed through a teaching lens.

When asked if teachers can be leaders, most instructors agreed emphatically and insisted that leaders should lead. Sunny was the exception here, saying that teacher leadership depends on the specific context.

One theme that emerged from the data was that instructors lead by helping to *achieve the mission and driving the vision*. Through their involvement, they help work toward and achieve specific goals. Carol, for instance, mentioned instructors participating in curriculum revision. Edith also highlighted this aspect, also citing teachers' involvement in policy discussions and decisions. Elyas made a similar point when he identified, along with Carol and Sunny, service and participating in committees as a key activity through which instructors lead.

Building connections and fostering interaction among stakeholders is another central theme in the interviewees' responses. Gordon, for instance, mentioned the IEP's "common intranet" (Gordon, Interview 2), which is used by the instructors to share tests and materials. Sunny and Gordon both mentioned the importance of participating in conferences. This form of collaborative professionalization helps instructors to stay current and to continue growing, to learn about other instructors' problems and struggles, and to identify goals worth working toward in the classroom and at the institutional level.

The topics of power *differentials, official vs. informal leadership roles, as well as contextually-situationally emergent group leadership among peers on equal footing*, including supporting variables like knowledge or expertise, were brought up again with this question, particularly by Carol, Edith, and Gordon. This time around, however, it appears that that a

stronger focus was placed on relations and faculty status. While Carol confirmed that leading is not tied to an official position, she reiterated the clear differences between part-time adjunct and full-time tenured faculty members when it comes to leadership opportunities and expectations. She mentioned in particular that adjunct faculty often have more difficulty being involved because they are often undercompensated for their service or may be involved voluntarily, whereas tenured instructors are expected to partake in the leadership process. Sunny also mentioned this aspect, citing adjuncts' different job structure as a possible hurdle to leadership. Stemming from this situation is the need to keep these instructors in the loop about opportunities.

Regarding leadership among peers, it seems as if a distinction appeared in connection with this question which was not articulated as clearly in response to the previous interview questions. When it comes to peer leadership, Carol explained that teachers lead by modeling exemplary behavior for other instructors. Sunny also mentioned this, saying that instructors lead by becoming models for others. Titus made a similar point by claiming that teachers exhibit leadership when they give each other mutual support, or, more broadly, when a person uses their influence to empower peers or followers or gives them opportunities to succeed and progress.

These instances of leading among peers were contrasted with the idea that teachers also lead their students, which is a distinctly different phenomenon, though. Elyas, Sunny, and Titus in particular commented on this facet of instructor leadership. For Sunny and Titus, it appears that the student-teacher relationship alone imbues a leadership dynamic. Titus made the point that "ideally, I think everything in the classroom should be leadership" (Titus, Interview 2). He mentioned that instructors should care about student achievement, aim to inspire students, and adopt a whole person approach in that they support students regarding their transition into college and emotions and by connecting them with adequate resources. Along those lines, Sunny

mentioned that instructors lead by taking into account their students' needs, which in turn informs and helps them to adapt their teaching. She also highlighted that a teacher is an authority in the classroom who models thinking and skills to students; helps students to create awareness of their learning process, goals, and needs; and supports them find resources and a path to move forward. While Elyas' ideas about teacher-student relationships were similar in scope to the ideas brought forth by Sunny and Titus, he would not define the instructor in these instances as a leader, since the act of developing the students did not entail such positionality. He said,

> I would feel uncomfortable calling teachers leaders when we're talking about the relationship between teachers and students. I think a different metaphor or a different framing for that would either be a facilitator or coaching or guidance, but not really leadership. (Elyas, Interview 2)

Elyas' reasoning seems to be based on the fact that the instructor in a teacher-student relationship is not attempting to make the student implement a certain goal, as an administrator or leader would do with their followers or peers, but rather tries to "develop" (Elyas, Interview 2) the student themselves:

> With the teacher and student, it is more the teacher trying to get the student to develop, whether that be develop within their English language skill or develop within their knowledge of a particular subject. It's not that there are particular policies and goals that the teacher has for the student that the student carries out for the purpose of accomplishing the goals, but it's for the purpose of the student developing. It seems like the goal is the student. The student is not the means to accomplish the goal. (Elyas, Interview 2)

Finally, the last major theme that emerged in this part of the interview was that a core facet of teacher leadership is a strong *student orientation.* Apart from what was already said above, Carol highlighted that teachers often get involved because they care about their students and want them to succeed. Sunny, for instance, mentioned that collaborative spaces can be an opportunity to advocate for students but also other stakeholders like colleagues.

4.2.2.2 Local Opportunities for L2 Teacher Leadership

Carol described her context as highly conducive to teacher leadership and stressed the important role of instructors as initiators of processes and change. For instance, when the program decided to revise their curriculum to combine Composition I with the developmental courses, teachers played a central role. This decision was made in light of evidence that singling students out into developmental courses did not support student learning. Hence, changes were made to increase student mobility and course accessibility within the university. The process was initiated by a teacher who had attended a conference and who brought ideas to reform the curriculum back to the institution. It was shared among the faculty and further hashed out, to then be presented to the department leadership who was very supportive.

Edith, sticking with the notion of group leadership, shared an example of her colleague who participated in a writing program meeting and who successfully shared her knowledge and expertise about online teaching by being recognized by her peers as a leader. While this example nicely illustrates that teachers can emerge as leaders easily in group settings, Edith contrasts this positive account with the same instructor's failure to keep joint grading sessions going throughout the semester due to a lack of power or standing through an official title. Despite the possibility of instructor leadership, Edith draws a rather negative picture of her context. The

program is characterized by a widespread instructor vs. administrator divide, and teacher leadership is intertwined with power and politics. Specifically, Edith addressed the dangers of using formal channels to seek input and guidance. While teachers are peers who cannot exercise power over each other as easily, collaborating with administrators may bear ambiguity, risk, and negative consequences, as they may "withhold" benefits or "punish" (Edith, Interview 2) instructors for deviating from policy or norms because they want to try out something new in the classroom. For instance, Edith shared how she inquired with an administrator about not using the pre-designed online courses, which are mandated for instructors without online teaching experience. Instead, she was going to design a course according to her students' specific personal needs. Although the administration said they would tolerate the changes, she experienced a "heightened sense of risk" in this "gamble" (Edith, Interview 2). Further along in the conversation, Edith added that in the program, there is a general lack of openness and transparency in decision-making while she also lamented occasional favoritism. In Edith's opinion, this causes the program to lack direction and instructors often engaging in rogue teaching. In other words, they may work toward similar goals in very different ways from what the program mandates as desired outcomes, they may take a more radical approach and simply start doing what they want, which in turn impedes collaborative growth.

Elyas stated that the satellite campus is not the best context for teacher leadership because it forces a top-down leadership model onto him and the instructors. More importantly, though, it houses an evolving program with a high turnover of teachers, which creates discontinuity. Elyas identified teachers being on the same page regarding background, training, role, responsibilities, and investment as major prerequisites to teacher leaderships, but the ongoing onboarding of new instructors or instructors coming in with different backgrounds or with a general lack of interest

in program development or experience outside of teaching constitutes an impediment to the implementation of espoused goals and policy. In fact, Elyas contended that leadership were more easily possible if instructors stayed over a longer period of time and fit in with existing structures more readily. While Elyas admitted that the implementation of the curriculum is possible and happening through a division of labor where instructors have taken the lead on creating projects and activities, the main variable in the leadership process remains he himself, as he adapts the curriculum to achieve programmatic goals, creates guidelines for instructors to achieve these goals, and acts as a facilitator and catalyst of instructor input.

In Gordon's context, instructors have the opportunity to lead by helping to identify goals through professionalization. They can attend conferences, participate in program assessment, or participate in the sharing of materials and tests through the IEP's "common intranet" (Gordon, Interview 2). As is the case in Carol's context, instructors also lead by proposing changes and creating initiatives. For instance, Gordon has been in charge of the listening comprehension section. After attending a conference and realizing what the textbooks were missing and "seeing [his] students lack" (Gordon, Interview 2), possible improvements were discussed at the curriculum meeting. These were then implemented program-wide and "changed the direction of the program" (Gordon, Interview 2).

Sunny's recount seemed somewhat reserved, one possible reason being that she speaks from the position of an adjunct, a group that she described as tentatively disadvantaged regarding participation and influence. However, this status of hers did not create a sense of a bifurcated leader-administrator vs. teacher system in her context but rather generated a desire in her to become better integrated in the system. Since Sunny's primary understanding of leadership appears to be for the individual to become part of existing systems, the specific potential in her

context for this may be hard to pinpoint. Since she repeatedly spoke in a positive manner about collaboration in her context, it appears, though, as if these opportunities exist.

Titus said that the administrators in his department inhabited a "leadership silo" and that the top-down approach with its layered hierarchy was "antiquated" and "out of touch" (Titus, Interview 2). While the administrators understand instructors as arbiters of curriculum, assignments, exams, and pedagogy, teachers have no power or influence over any of these. Although they know what does and does not work, they cannot give any input, and administrators do not listen. While graduate instructors are expected to help with recruitment of undergraduate majors and minors, they receive no support or autonomy over the lower-level courses, and progression between courses is problematic or lacking. At the upper undergraduate level, instructors have full control over the course contents, but they receive no support and assignments are unstructured.

Titus also reported on a culture of "stubbornness" (Titus, Interview 2) which is dominated by a lack of care and feedback loops. This is most evident in the large number of graduate instructors who leave the department because they are not sufficiently prepared for their roles. In this department with its traditional literature-culture focus, administrators not only lack expertise in SLA and pedagogy but also often project the belief that language teaching is not a craft in its own right. There is no to little collaboration in the department that would allow Titus to develop leadership skills. Hence, this context is laced with contradictions, disconnects, and discontinuity.

4.2.3 L2 Teacher Professionalization

4.2.3.1 Definitions and Scope of L2 Teacher Professionalization

Maybe least surprising, a common theme regarding professionalization is that it is concerned with *learning and improving* as an instructor. All of the participants stressed in some form that professionalization is a developmental process that is ongoing and happens over time as teachers progress in their careers. Seeing professionalization as an accumulation of experience, tools, and knowledge, Sunny understands this kind of learning predominantly in terms of personal growth. The other instructors seemed less focused on the "whole person" (Sunny, Interview 1), as they defined learning more narrowly in terms of improving specifically in the capacity of an L2 professional. Carol stressed the reflective component of this process, whereas Edith defined progressing as an instructor through mastery of a skillset or as a craft:

> I think that, professional development, what you are asking is about activities that you do to develop as a professional. A profession is—it's the only thing I remember in one of my classes as an English major, talking about teaching as a profession and how it's often not really seen as a profession, but it's something that takes a particular skillset, and it has specific things that are dedicated to it and research that shows how it's good or how to improve. (Edith, Interview 1)

Mentioning skills also, Gordon characterized the learning experience as the career-long accrual of tools, resources, and knowledge, including pedagogical content knowledge and knowledge of student needs:

> I'm thinking mostly of knowledge as knowing what kinds of skills, or providing and thinking of grammatical and rhetorical concepts that students need in order to write well

> in the second language. The skills, I was thinking a little more of the things that as a teacher I can do to explain those things better. (Gordon, Interview 1)

Titus made a similar comment, also highlighting knowledge about how to teach and the accrual of skills. Among all participants, Elyas appears to have taken the broadest angle by defining teacher learning as the instructor's establishing a connection with the field. In his view, professionalization is about staying current in the field, including teaching in general as well as one's area of specialization.

Another theme strongly related to that of teacher learning is *the praxis-oriented and applied nature of teacher professionalization*. Gordon stated as specific skills teachers acquire or practice in the learning process their ability to use teacher talk effectively in the classroom or their technology literacy, which can help to manage the classroom and make teaching appealing. Carol mentioned that teacher professionalization may include an instructor's research in their own classroom or a group of instructors collaborating to explore a question or achieve a goal related to teaching. Sharing and discussing in a group may also entail seeking and sharing ideas or knowledge, as Carol and Gordon noted, or making one's materials available to others, according to Edith.

Encapsulated in the responses focusing on teacher learning is the notion of *student centeredness*. With the exception of Sunny, all participants either indicated that professionalization is about improving teaching pedagogy, with the implication being that students will benefit, or addressed students more explicitly in their recounts. Elyas and Titus, for instance, both stated that professionalization is inherently about caring for students and adapting to learners' needs.

Like Edith, Carol acknowledged that professionalization may be an *individual's commitment*, such as reading in the literature or conducting action research. Gordon also stressed the individual dimension of professionalization when he explained that it is about what interests instructors and what they want to work on individually. Unsurprisingly, given the focus of the research, though, most participants made a strong case for professionalization as being about *collaboration and community*. Gordon, for instance, focused quite a bit on the role conferencing played in his early years in teaching, underlining the value of networking, "peer to peer sharing," and "making connections with other professionals" (Gordon, Interview 1). Edith's remarks about the importance of informal teacher professionalization, for instance when talking with colleagues during lunch, underscores the significance of community as well. For Carol, professionalization is inherently collaborative when she says,

> I mean, obviously it can mean your individual reading in the field, your individual research in your classroom, but to me it often involves collaboration, whether it's working with a group of fellow faculty or fellow writing center professionals, all equals kind of exploring a question you don't know, or doing something where you have knowledge or somebody else has knowledge, and they're the main presenter and you're kind of the participants in the discussion. (Carol, Interview 1)

The idea of working with others on equal footing is also reflected in Gordon's response when he said, "Someone may be a more senior teacher, but an idea can come from anywhere and go anywhere" (Gordon, Interview 1).

A theme strongly connected to that of collaboration and community is *reflection and making sense of connections and the bigger picture*, which is particularly visible in Carol's and Sunny's responses. As mentioned before, Carol stressed the importance of reflection for teacher

learning and improvement. Stressing the need to communicate with other stakeholders and committing to sound planning, she expressed the idea that teachers should always be "thinking about what you think" (Carol, Interview 1) and how things work in professional contexts, particularly at the institutional level:

> when I think about what makes a good instructor or a scholar or whatever is just that reflective piece of it, and so I think that reflection has to have something to do with professional development, no matter what form it takes—learning a new teaching strategy or learning a way to think about your students, so constantly kind of thinking through how that might work. (Carol, Interview 1)

As part of this reflective processes, Carol also mentioned the aspect of finding connections, particularly in regard to harmonizing different facets of teaching. This may include connecting her own values to her students' needs or finding links between old and new ideas.

As for Sunny, her understanding of teacher professionalization seems to revolve mostly around the sense-making process, too. She stressed repeatedly the need for instructors to be open to new opportunities and willing to cross into new spaces. This entails recognizing connections between old and new knowledge, which, in turn, allows instructors to apply new knowledge against their existing background and teaching experience. She described these processes as the creation of a frame for reference and understanding which is based on awareness of existing structures and possibilities. This kind of thinking relies on the mindful observation of how things are done differently in different contexts or roles.

Relatedly, a prominent pattern shared among most participants is that teacher professionalization is *situational-contextual*. Carol stated that professionalization is a diverse term which means different things in different contexts. Edith characterized professionalization

as learning to work and improve in a specific setting. Along the same lines, Elyas mentioned that professionalization is about being flexible and adapting to students and local needs, and Titus, too, highlighted that professionalization often emerges from specific needs and situations. Elyas' comment here seems particularly interesting, as his description of professionalization as local and situated emerged from the perceived 'distance' between main and satellite campus. Additionally, he mentioned that the field of L2 writing has not found definite answers to all questions and issues, such as effective grammar teaching, and professionalization can hence step in to address such gaps or tensions among approaches and insights in the field. Sunny, on the other hand, focused more on the differences between institutions and contexts, and framed professionalization through the lens of an individual instructor's ability and duty, so to speak, to mindfully observe these differences in procedures.

Another way of defining teacher professionalization was introduced by Edith, who distinguished between *formal and informal activities*. While the former denotes things like workshops or conferences (activities which are officially recognized as serving professionalization and which have time specifically allotted for), informal professionalization is mostly described as emerging or taking place organically, such as when colleagues talk about teaching or students during lunch:

> sometimes it's formal, like going to a state training … or going to a workshop at the … writing program, but I also think that it can be less formal and when I was teaching at the ESL school, all the teachers would sit around at break and we would talk about our lessons, we would share our lesson plans. That felt very much like professional development to me. I was learning how to be a teacher. I was learning how to be a

> teacher in this particular setting about what it meant to manipulate the materials and turn it into something good for students. (Edith, Interview 1)

Although they do no refer to activities specifically as formal professionalization, Gordon and Sunny also mentioned things like conferences and workshops. Sunny, interestingly, framed these activities as what she called the "traditional understanding" (Sunny, Interview 1) of teacher professionalization. In line with Edith, she stated,

> we had study groups, like book study groups. That was a little more formal, but there's a lot of informal things. We'll just do a lunch on a topic, or like I said, we're trying to get maybe a grad center or something like that going. (Sunny, Interview 1)

According to Sunny and Titus, professionalization gives instructors *autonomy and agency*. Highlighting his dysfunctional departmental culture in this context, Titus indicated that professionalization, to him personally, is an activity in response to a general lack of training, support, and transparency at the institutional level. In this sense, engaging in professionalization on his own or outside the department allows him to fulfill his duties as a teacher. Sunny also briefly addresses agency.

Finally, Sunny and Titus mention that teacher professionalization is to do with professional *credentials*. Titus adds *rewards,* indicating specifically that a big motivation to participate in my study was the monetary incentive. Along the same lines, his characterization of professionalization encapsulates a future- or goal-directedness, meaning that he considers it something useful for an instructor's professional trajectory.

4.2.3.2 Origin of Instructor Views and Status of Collaborative Professionalization

As the above definitions show, for many of the instructors, professionalization has, per se, a collaborative element to it. I will focus on two participants here to discuss very briefly how these

attitudes have formed. As a novice professional in the field, Gordon learned to teach and work in a positive institutional culture where he "was really encouraged" by other instructors. Because of this, his views of professionalization were "informed a lot by other more senior teachers" (Gordon, Interview 1). His understanding was also shaped by the nature of the field itself, which he got to know during his first conference attendance as inherently about community and collaboration:

> That was a really big moment for me when I saw how much people like to come together in this field, and how often we do it, and how much you can gain from that kind of experience, because hundreds of L2 teaching professionals, especially in L2 Writing, and that really, it gave me a big feel for the in-person professional development, like going to a conference or meeting with people, not just reading as much as you can, but meeting up with other professionals to network and to bounce ideas off of each other. (Gordon, Interview 1)

As a result of these experiences, Gordon sees his own context as a positive example of collaborative professionalization, describing is as a process "which happens at a lot of different levels" in a program that functions "under a real team spirit, where every teacher of every skill is interest in the work that other teachers do, and they always try to find connections and see what's relevant" (Gordon, Interview 1).

Sunny is also an interesting participant when it comes to tracing the emergence of her views about professionalization and the value she attributes to collaboration. When she said, "I think you can't teach without collaboration" (Sunny, Interview 1), she makes it abundantly clear that working with others is a core belief she holds as an L2 professional. This attitude has formed through her diverse experiences and backgrounds, as she explained: "so part of my professional

development has come from teaching in different contexts and interacting in different programs and seeing how different programs do things differently" (Sunny, Interview 1). An additional factor in Sunny's trajectory that has led to her valuing collaboration to this degree appears to be her adjunct status. She said, "I've never been full-time until now. I haven't been able to proceed in the common way in a university" (Sunny, Interview 1). This situation, it seems, has forced Sunny to see professionalization, including collaboration, as a means to seek opportunities which allow her to participate in her teaching contexts and to secure her status as adjunct. Collaborative professionalization has been a powerful catalyst for professional growth for Sunny.

4.2.3.3 Personal Importance of Teacher Professionalization

When asked about the importance of teacher professionalization, the instructors mentioned a variety of different reasons why they consider it relevant. Most of the instructors mentioned that professionalization helps them to *not stagnate and to remain flexible* so that they can adapt their teaching to different situations, contexts, or student populations. Sunny, for instance, claimed that professionalization gives her "a lot of tools I can draw on" (Sunny, Interview 1) which allow her to function in different contexts and situations. Carol said professionalization prevents her from "getting stale" (Carol, Interview 1) and helps her teach the diverse student population in her context more effectively by untangling issues like language inequities, racism, and discrimination that her students are exposed to. Gordon also mentioned that professionalization is effective in helping him address changing student needs but also allowed him to diversify the ways in which he teaches writing. This includes creating genuine and authentic writing tasks.

On a more practical level, Edith, Elyas, and Gordon brought up that professionalization supports them in *addressing specific teaching- or pedagogy-related questions* or to work around

gaps in the materials they use in the classroom. Gordon also made a related comment about student success. He explained that professionalization is a tool which gives him different opportunities to acquire the knowledge and skills which he needs to support his students and ensure they are successful as L2 writers. Carol and Edith described professionalization in a similar was as a prerequisite for student success. In Edith's case, engaging in professionalization allows her to know what she does not know.

On a related note, Sunny highlighted another interesting reason why professionalization is important to her, which is that professionalization helps her to *sync her teaching with other developments at the university*. Sunny made this point by stating that knowing what students do in their other classes helped her work with the learners in her courses, particularly in supporting them with their current writing needs.

Focusing more on the field, Elyas said that professionalization is an effective way for him to *learn from experts, keep up with the field, and discover what other members of the professional community are researching or what new areas they explore*. He mentioned going to conferences in particular, which allows him to fill knowledge gaps related to L2 writing, and cited contract grading as one such development he attempts to keep up with:

> A good example of that would be contract grading. I'm not necessarily completely sold on that idea, but I did not know that that was necessarily even a possibility. I'm not even sure that that would work here, but in any case, to say it's something that someone has come up with that … [is] worth considering and looking at. (Elyas, Interview 1)

Carol, Gordon, and Sunny made similar points about professionalization helping them to discover blind spots about L2 writing. Carol, for instance, stated that reflection is an effective way for her to explore new ways of doing things. Sunny, again, highlighted the fact that being in

one space is limiting in that it confines instructors to thinking in a certain way, which causes them to lack open-mindedness. In that sense, professionalization increases a professional's awareness of how different spaces work.

Another interesting point is that most of the interviewees claimed professionalization fosters *community*. Carol, for instance, shared that she tries to make the training sessions in her writing center a community experience so her colleagues and mentees want to participate and improve as instructors and tutors:

> I think part of my desire to create communities is to make it really attractive so that people will want to do it. … I think we, as full-time faculty, we are not supervising adjunct faculty, so you have to be really careful. Everybody is a professional, so you have to respect that. I think a lot of things that I've constructed either as part of the department initiative or just on my own have been sort of community-based things, a reading group, midterm and week 16 meetings for developmental faculty to talk about how their students are doing, running trainings about how to support multilingual students across the curriculum, to try to connect with faculty. (Carol, Interview 1)

Sunny reiterated that professionalization enables her to become involved and make connections with others, and Gordon said that professionalization is about sharing and coming together, which he learned at this first conference.

Finally, professionalization was described by Carol, Elyas, Gordon, Sunny, and Titus as a mechanism which *informs the different positions* they hold and creates opportunities to *harmonize different professional roles*. Carol, for example, said that her dual position as English faculty and writing center coordinator forces her to be open to different duties, ideas, and disciplinary views. Professionalization allows her to manage these tensions and to take on

different perspectives or to fill a gap related to her duties: “I think I'm still learning and still open to connecting, because with each of those comes a whole field and discipline” (Carol, Interview 1). Elyas took a more practical stance and claimed that professionalization gives L2 professionals the credentials and expertise to do their job and makes it possible for them to shift into different roles and positions. In Gordon’s case, it should be noted that professionalization has given him a sense of belonging in the L2 community, as it allowed him to acquire common disciplinary ways of being and thinking, such as coming together and exchanging ideas and views at conferences. Titus also highlighted an interesting aspect when mentioning that professionalization allows him to achieve his current professional goals. Since he is not well supported by his department, professionalization gives him space to complete his dissertation while also adequately supporting his students.

4.3 Professionalization in Collaborative Spaces

4.3.1 Examples of Collaborations

To set the stage for this chapter, I will briefly summarize the collaborations that the participants described in Interview 1. I asked them specifically to describe a collaboration that they remembered vividly and which they had strong feelings about, either positive or negative.

- **Carol** reported on a ‘chain of collaborations.’ When attending a conference, she went to an influential talk. She bought the presenter’s book for herself and a colleague. This then led to a somewhat informal reading group with more instructors from her institution. After agreeing on a systematic way of working through the book during summer, Carol and her colleagues then decided to continue collaborating in order to turn some of the chapters into training materials for the tutors at her writing center.

- **Edith** shared three collaborations she felt strongly about. The first one, which she remembered positively, was a workshop on mindful teaching organized by graduate students in the writing program. The organizers would model specific activities, and participants would then carry them out in groups. The second collaboration, which she had very negative feelings about, was the bi-annual writing program meeting, for which two presentations on mindfulness and contract grading were scheduled. The third example Edith mentioned, which she had somewhat mixed feelings about, was when she helped develop, ENGL 100, an academic literacy class for ESL students in her program, for which she assisted with training novice instructors who had not taught the course.
- **Elyas** talked about how he and a colleague at the satellite campus developed a diagnostic test to determine the level and preparedness of students in the program.
- **Gordon** chose as his example the first time he attended a TESOL conference. He followed up with a second example about how he and his colleagues regularly get together in order to review each other's finals at the end of the semester to make sure that the assignments are sound and aligned with the curriculum and student learning outcomes.
- **Sunny** decided to focus on the workshops about ESL students' difficulties in academic writing that she has given with colleagues at her institution's Center for Teaching Excellence.
- **Titus** picked two collaborations to address this question. The first one was his participation in a training on group work in online instruction. For the second collaboration, he decided to focus on an L2 writing class he took outside his department.

What these examples show is that collaborative professionalization comes in many forms and shapes. In fact, none of the collaborations exactly resemble one another, and analyzing the case study participants' narratives about them shows how diverse their experiences are.

4.3.2 Incentives for Collaboration

The reasons why instructors participated in these collaborations are just as diverse as the examples of collaboratives themselves. While the following big themes emerged clearly from the data, incentives to collaborate often remain highly individual and contextual.

4.3.2.1 Administrative Leadership

This section discusses reasons and incentives for collaborating which stem from the actions, or inactions, at the administrative level. A very obvious reason why instructors collaborate is that there is a *requirement or policy* that would force them to do so. Gordon's participation in the norming session of the finals for each level within the IEP is mandated by departmental policy. Similarly, attendance at the bi-annual program meeting is a contractual requirement for Edith. As a member of the team who designed the ENGL 100 course, her colleagues, who, unlike her at the time, had official administrative positions in the program, expected her to participate in the ENGL 100 collaborative. Although she was considered an expert because she had helped design the course and not necessarily because of a formal title or role, she felt like her status as a graduate student did not allow her to reject her superiors' request to help train the teachers.

Titus stressed repeatedly that one of his major reasons for seeking opportunities for professionalization is the aforementioned *lack of support and offerings* in his department. While student retention and recruitment are highly prioritized by the administration, teachers do not

receive extensive training, and PhD students like Titus are told that they should focus on their degrees instead of their courses and students. At the same time, they are expected to help recruit students by providing quality instruction. Titus has developed a habit of participating in meaningful collaboration that can help him address this contradictory situation.

4.3.2.2 Reasons and Challenges Specific to L2 Writing

An interesting insight from this research is related to the 'directionality' between L2 writing instruction and collaborative professionalization. One major assumption that I approached the research with was that instructors were seeking professionalization in direct response to challenges they encounter in the classroom. In this scenario, as instructors collaborate with other professionals, they will, in the ideal case, negotiate system imbalances between classroom and administration (such as related to policy or curriculum), wonderings, or tensions, and provide a 'solution' to their dilemma.

For most of the descriptions of the collaborations, this was not the case. Titus, for instance, addressed very few experiences of his where he would intentionally engage in professionalization in direct response to his teaching or classroom experience. Rather, he would often collaborate and *then* in the process make connections between the experience and his learning in the collaborative space with problems and scenarios from his classroom.

This is not to mean that challenges regarding teaching L2 writing were not driving collaboration. These challenges, however, were more of a constant undercurrent to the instructor experience in the professionalizing process. Carol, for instance, mentioned how the diverse student population in her context, including questions of equity and diversity, provide a constant incentive to professionalize in order to help herself and others look beyond a static 'ESL' label.

She also articulated how students often want to be perfect writers and how such understandings about writing are intertwined with student background and personal issues:

> The biggest thing that people struggled with, and maybe this is all writers, but just is engaging in the process and knowing it's okay to make mistakes. I think I did a lot of … talking people kind of off the ledge in terms of like, 'You're doing fine. Keep writing. You're going to have grammar errors at this level.' People feeling like they had to be perfect, so I felt like there was a lot more emotional learning going on, and that's been true, I think, because I teach a lot of developmental courses, so I get students whose lives have gotten in the way of their education a bit more. Those things often don't just stop when they come to college. I feel like that's a challenge of, 'How do you address both kind of the emotional and psychological barriers for them for learning and just some of the actual real, physical barriers too?' That, to me, is the issue that ties all those people with very different backgrounds together—versus, what I notice is that sometimes students who've done a lot of their schooling in the U.S. and who are in those classes often don't have really strong student skills, that they need some really explicit instruction about how much time they need to be spending outside of class, about how to organize their time. (Carol, Interview 1)

Titus mentioned repeatedly how misconceptions about L2 writing, particularly in relations to L1 literacy, pose a challenge for him as an instructor of L2 courses. He used learning disabilities as one example here:

> I think a lot of people, even who do specialize in things like learning disabilities, they don't realize that in a foreign language class, or a second language class, whatever

> Dyslexia looks like in a class where they're just reading in their L1, like looks very different for us, or has very different affects. (Titus, Interview 2)

He also lamented the unsound use of pedagogy in his department which builds a lot of pressure for students to produce written language, which in turn causes them to use Google Translate or "get unauthorized help" (Titus, Interview 1). Gordon, too, talked extensively about the "difficulty of writing as a skill," which is mostly due to its "asynchronous nature" (Gordon, Interview 1). Coupled with issues like audience awareness; complexity of grammar, vocabulary, and register; as well as rhetorical devices, genre conventions, and discourse structures unknown to L2 writers, writing poses a highly complex task that Gordon thinks about constantly: "For the need for the inclusion of more diverse forms of writing, and speaking and course materials I'm thinking about in the classroom day to day" (Gordon, Interview 1)

Finally, Elyas articulated his perception of the areas where the L2 writing field is still trying to generate consistent and useful insights that can help him and other professionals support students successfully. For instance, he mentioned L2 writers' desire to receive grammar instruction but laments that the field has been 'hopping' from one approach to the next for a long time without providing definite answers. While Elyas keeps an eye out for these developments to align his work at the satellite campus with, he articulates the underlying challenge that L2 writing as a field may not have a clear, coherent goal or direction it moves toward:

> I think that there are some things that the field at large and the people who are the movers and shakers of the second language writing world that they have particular interests that they feel like there are certain areas that have not been addressed previously or that have not been addressed appropriately in previous years. I think that their attempt to lead is awesome. I don't necessarily think that we are bound by the direction that they're trying

> to take. If we were considering the world of L2 writing as though it has some sort of goal, well, I actually even have a difficult time articulating what that might even be because I think we may have slightly different purposes or slightly different goals. (Elyas, Interview 1)

While all these challenges and wonderings did not provide direct incentives to participate in collaborations, it still seems important to mention them as forces in the background.

To return to the actual collaboratives, however, Sunny's discussion of the workshops she has given was a little more aligned with the original rationale I lay out in the beginning of this section. She highlighted that one of the workshops was provided in response to institutional needs and developments. With the number of international students coming into the university on the rise, there was a need to train instructors outside of English on graduate student writing. However, Sunny did not participate in this collaborative as a result of a personal wondering or tension that came out of her classroom but rather in her capacity as an ESL expert.

A theme where the connection between individual teaching situation and collaboration is more evident is the desire to expand one's own teaching expertise. Gordon, for example, illustrated this with his description of the events he attended at his first TESOL conference. He sought out specific talks because he had been wondering about ways to improve aspects of his students' writing that were not directly grammar related.

4.3.2.3 Wonderings, Tensions, and Other Factors

Titus mentioned that L2 writing does not receive sufficient *attention in the field*, at least in that most of the existing scholarship is in ESL or TESOL. A complicating factor here is that his supervisors are not trained in SLA or applied linguistics and cannot offer support or advice.

Participation in collaborative professionalization also appears to be *coincidental or emergent*. Carol's description of her collaborative, for instance, shows that the book club she started with her colleague was initially meant as a joke and then materialized into something more structured and intentional. In fact, the way she described how attending the conference presentation and listening to the author of the book sparked her interest and triggered the book club suggests that a momentary outside event can serve as a powerful attractor to initiate professionalization. While Carol did not state whether she intended to attend exactly this session, it looks as if its powerful impact was not intended by Carol at all.

While Edith mentioned a pronounced *interest* in a topic and her desire to expand her own professional expertise, she, too, seems to indicate that to some extent collaborating may be a matter of *happenstance*. When I asked her why she participated in the workshop on mindful teaching, she did admit being interested in the topic at the time, but she could not pinpoint the exact reason why she went, adding, "Maybe I even went for the free lunch" (Edit, Interview 1).

4.3.3 Goals, Processes, and Roles

4.3.3.1 Goals

One of the major facets about the collaborations I asked participants to describe was related the goals that were pursued during the collaborative event. This includes personal goals, goals the entire group pursued collectively, and goals that were expressly imposed by those organizing or directing the collaboration.

The dominant theme among all descriptions regarding a collaboration's goals was to support the *learning and growth of colleagues and peers*, which includes engaging others in reflective practice and sharing relevant knowledge and expertise with them. In both Edith's

workshop on mindful teaching and Titus' training, where he learned how to structure online group work effectively, the organizers encouraged instructors to practice a pedagogical approach and experience it from the learner's perspective by modeling processes for participants that would typically be carried out by students. Carol stressed the value that she believed the book chapters and training materials she developed with colleagues would have for her tutors' understanding of what it means to work with L2 writers effectively. In a similar vein, Edith's description of the presentations she attended at her bi-annual writing program meeting suggests that the organizers and presenters aimed to introduce instructors to new ideas and pedagogies. Sunny characterized the goal of the workshops she gave with colleagues in a similar way, stressing the intention behind sharing knowledge and expertise with colleagues from across campus to educate them about how L2 writing works and what difficulties L2 writers face.

Along with the growth of colleagues, *personal learning* was also a goal that some participants articulated. Gordon, for instance, wanted to simply learn more about how to teach L2 writing outside of grammar instruction.

The goal of raising awareness about teaching-related or writing-related issues encapsulates the implicit notion of *supporting students* adequately. Apart from Sunny's example, Edith's recount of the ENGL 100 collaborative, where she was guiding her colleagues on what revisions to make to the curriculum, illustrates that these discussions where guided by the desire to improve the course so it better serves students. Similarly, in Elyas' description of the assessment collaborative, to be discussed in more detail below, student learning is mentioned as an expressly identified area of interest driving the collaboration.

A goal related to that of helping colleagues to grow is concerned with *community and support*. Carol's original decision to buy the book for her colleague was motivated by her desire

to do something nice for her friend. Sunny's motivation to design and give workshops with her colleagues was to build connections beyond the unit and to show members of the campus community that she is extending a hand and willing to support them. By making herself available as an ESL expert, she also wants to avoid frustration in faculty working with L2 writers.

Elyas' collaboration illustrates the goal of *curricular or programmatic assessment* against a standard or norm, such as student learning outcomes or the curriculum's parameters. With his colleague, he attempted to gauge the validity of local assessment practices and to improve them. They were also interested in learning more about students' progress over time, what worked in the classroom and helped students learn, and what general deficiencies there were at the program level. In the broadest sense, Edith's and Gordon's examples were also about the assessment of programmatic practices. Edith's participation in the ENGL 100 collaborative was meant to assess the new course and to make improvements, and Gordon's example of him and his colleagues getting their final assignments in sync with one another and the curriculum, indirectly, attests to an implicit desire to check on the workings of not just their assessments but program as a whole.

While the exception, some collaboratives or participants had *random or no goals* at all. Describing the required meeting in her writing program, Edith mentioned that her main goal was to survive that day, meaning that she did not enter the collaborative space with any agenda. Carol's recount of how her collaboration falls into this category, too, as her desire to start the book club did not emerge from a specific goal but rather developed mid-collaboration.

4.3.3.2 Processes

While sometimes identical or at least closely aligned with a collaborative's goal, the collaborations discussed by the instructors all featured very specific processes and proceedings.

As already indicated in the goals section, some of the collaborations were structured around participants *presenting information related L2 writing or teaching, and sharing their expertise*. In Carol's book club, for instance, one person was responsible for reading a chapter in depth and facilitating discussion. The entire group later assumed the roles of experts in deciding what chapters would be most valuable for training the writing center tutors. In Edith's mindfulness workshop, the organizers would explain the activities and model the expected behavior. Sunny's recount of her workshops was more on the content side, as she described talking about aspects like conferencing with students or grammar teaching.

Another important process in the described collaborations was that of *applying a theory or concept, and illustrating teaching-related issues with practical examples*. Both Edith and Titus, for instance, engaged in role playing where they acted as students to take the learner perspective. In Edith's mindfulness workshop, the teachers practiced mindful teaching techniques using a "talking stick" (Edith, Interview 1) and other scripted activities. Titus' experience trying out a specific model for group work followed the same rationale. Sunny's workshops also encourage instructors to take the student perspective and. Specifically, she reported on discussing and critiquing artifacts like assignment sheets with attendees to raise their awareness to develop understanding for L2 writers' challenges and needs. In Edith's case, the presenters at the bi-annual writing program meeting took a similar approach as they asked attendees to explore specific questions that were supposed to help them reflect on how the new ideas and theories cold be applied to teaching. Finally, Gordon spoke positively about the value of conference presenters sharing specific examples and scenarios related to L2 writing teaching.

Discussion, reflection, and active conversation were activities also prominently featured in most of the participants' descriptions. While Carol and her colleagues discussed book chapters

during lunch hours, Edith's and Titus' workshops both offered extensive debriefs about their experiences in the group. Edith's role in the ENGL 100 collaborative also involved active discussion about how to best sequence the course. As part of Elyas' collaboration with his colleague, the programmatic assessment offered the opportunity to compare his individual experiences with students with that of his colleague. Naturally, reviewing each other's finals prompts, as described by Gordon, heavily relied on active discussion.

Underpinning these major processes in the collaborations was a broader set of *'micro' activities related to interacting and communicating*. Listening to colleagues, peers, and experts was mentioned numerous times. Edith stressed listening to the other teachers during the debrief in the mindfulness workshop, as did Gordon when talking about the discussion with his colleagues and his participation in conference talks. Elyas also mentioned this aspect. Equally important, both Edith and Gordon highlighted the central role of addressing questions to colleagues or experts during their collaborations.

4.3.3.3 Roles and Contributions

Closely linked to goals and procedures are the specific roles and contributions of the participants in the collaborations. A clear theme that emerged from the majority of the descriptions is related to the structure of the collaborations. There are instances in some of the collaboratives indicating an absence of roles and structure. For instance, in Carol's book club, participants would often jump in or speak when they had something to contribute. In these cases, the instructors would often make connections between the book and their professional roles outside the collaboration. In this way, they would connect the collaborative activity with local needs and concerns, and in doing so give the collaboration a new direction. In Gordon's case of the collaborative review of

the finals for each grade level, similar behavior was described, as instructors would simply share their thoughts once a prompt is pulled up on the screen.

Despite these instances where *clearly assigned roles* were seemingly absent, these two collaborations, as virtually every other of the collaboratives described by the participants, still had some kind of *pre-assigned or fixed structure*. In Gordon's case, the instructors would meet in a room where one person would work the computer and edit the prompts displayed, while the other instructors participated with the clear expectation to read, comment, and share. In Carol's example, she was initially a conference attendee, and when the collaboration moved toward the book club, the members divided up each chapter and assigned expert roles. Edith's and Titus' workshops had a clear distribution of roles of workshop leaders who would facilitate and model, and participants who would follow their lead and carry out activities. In both cases, the activities themselves would further cement these roles. In Titus' group work activity, for instance, there were quite specific roles like timekeeper or facilitator, which would also enforce equal participation among instructors. In Edith's other examples, her roles were effectively defined by the occasion and relationship with the other participants. While she was an expert facilitator in the ENGL 100 collaborative, at the writing program meeting she was an attendee and listener. While Sunny did not specify the roles of collaborators while planning the workshops, carrying them out also, of course, imposed particular roles of presenter and listener. Among all the examples, Elyas' is maybe the least predetermined, as roles between him and his colleague were negotiated. However, the tasks very assigned based on qualifications and background, and so both ended up with their own area of expertise.

Apart from structure and pre-determined roles, most collaborations also defined relationships in three additional ways: 1) As was already implied above, many of the described

collaboratives set up presenter-audience dynamic. 2) In many cases, collaborators were colleagues from the instructors' immediate networks, which included personal connections as well as connections in place due to being in the same unit. 3) If the collaborations did not happen between instructors who had a personal connection or were from the same unit, they typically came from different yet related units, meaning that random connections and relationships were hardly a driving factor in the workings of the collaboratives.

Below is a graphic summarizing incentives, goals, processes, and participant roles. While incentives and goals seemed random, contextual, or individually motivated, the processes and participant roles present in the collaborations was fairly consistent across examples.

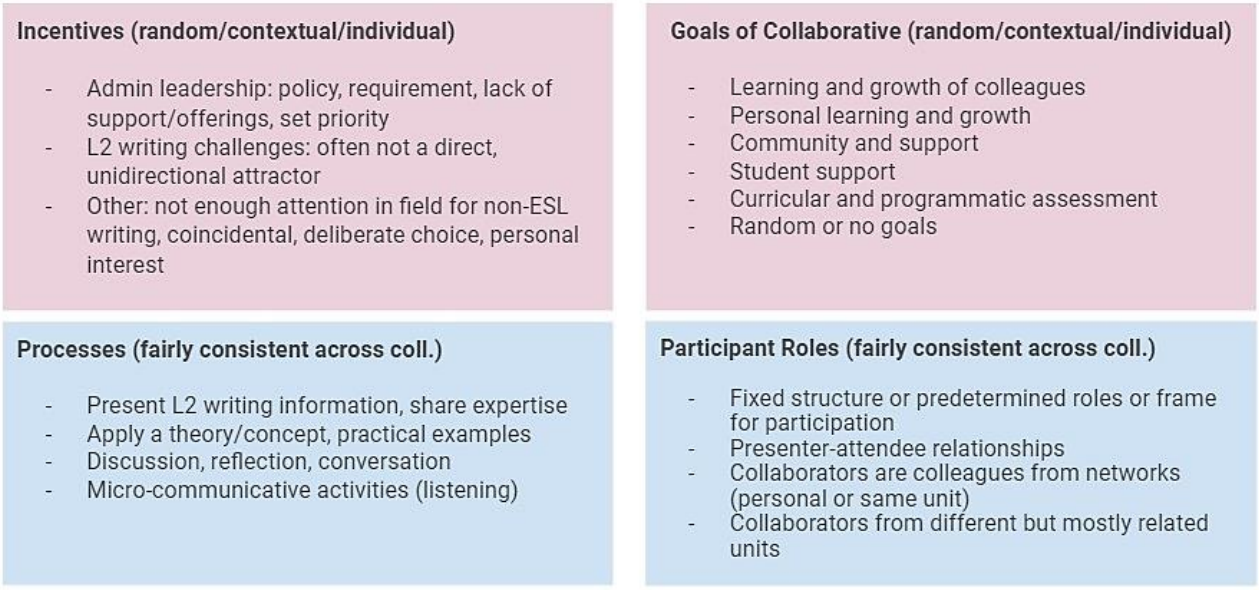

Figure 4.3.1: Overview of dynamics and processes driving collaborations

4.3.3.4 Outcomes and Effects

The case study participants reported on a number of different realizations and qualitative changes in themselves as the result of participating in a collaboration. Apart from the fact that collaboration supports personal development, one important outcome was that the collaborative activity helped to *build community* and allowed some of the teachers to better *understand their*

colleagues' needs and interest better. As Edith put it, "You know something. I know something" (Edith, Interview 1). Collaborations help connect instructors with other professionals who are willing to offer support, and, as Elyas mentioned, they create a space where instructors can discuss and, ideally, get on the same page about teaching theories, approaches, and pedagogy. In this space, instructors can negotiate with their colleagues, treat them as equals, and institute in them ownership and authority. In Elyas' case, this is illustrated through the collaborations in which he and the instructors at the satellite campus discuss and review assignments and materials, and in doing so reflect on how the course goals could and should be achieved. As he provides the rough parameters for the teachers to enact the programmatic goals and priorities, all members of the local community exchange ideas about how to achieve these goals and where to make improvements. In this process, the instructors have the opportunity to bring in their own interests and expertise to adapt their courses to the extent possible.

Collaborating also enabled the teachers to *take their students' perspective* and yielded important realizations about L2 writers' challenges while enhancing empathy toward students and student needs. Titus, for instance, highlighted how collaborating created a desire in him to alleviate the unmanageable and unsound pedagogy his department uses. On a related note, collaborating was also described an opportunity to refine one's understanding for the complexity of a teaching approach or pedagogy. Titus, in this context, stated that participating in the online training made him realize how difficulty it can be to organize group work in online settings.

Another important outcome of collaborative involvement was that instructors may *acquire declarative knowledge about the L2 writing discipline*. In a similar vein, collaboration may also correct a false assumption about L2 writing, generate new insights, and create awareness regarding issues surrounding L2 writing in general. Collaboration hence introduces

teachers to new ideas and allows them to learn from experts while also giving the opportunity to step into expert roles themselves. In this context, Gordon, for example, mentioned how collaboration has allowed him to understand the scope of L2 writing beyond just grammar. Sunny shared how her workshop participants often reflect on cultural differences and how writing in different contexts works. Titus gave as an example how the L2 writing course he enrolled in taught him about the concept of genre and how he has subsequently integrated this concept more firmly into his courses so his students understand how writing works and can develop relevant skills.

Collaboration can also enhance *understanding of programmatic and institutional shortcomings*, which is an important prerequisite for making the necessary corrections. Elyas, for instance, mentioned that collaborating with colleagues made him realize that some students at the satellite campus were not adequately prepared for their second year in the program, which is why they changed the course structure and extended the L2 writing support students receive. In a similar way, Gordon arrived at the conclusion that the courses in his IEP were not including relevant aspects and topics that would be easily doable and help students develop L2 literacy, which is how he started conversations about revising the curriculum. Sunny realized through collaboration that the higher education business model is, at least in her view, incommensurate with teaching best practices and a strong commitment to individual student learning and support.

In a similar manner, being involved in collaborative spaces can also allow instructors to see the understand other parts of their program or context better, or to see the bigger picture, for instance in terms of allowing them to learn about other units or the university operations. In this context, Sunny, for example, shared that collaborating helped her to realize how other units on campus deal with issues surrounding student writing. She also made the point that for

professionalization to be successful, it must be integrated well in the larger institutional or educational structures and receive adequate support, which is not always a given due to the scarcity of funding.

In terms of *direct effects on teaching*, Gordon, for example, reported on a backwash effect that collaborating had on his assignments. As he was able to better take student needs into account through the collaborative review of assignments, he used the other "pair of eyes" (Gordon, Interview 1) to better align the assignments and the desired programmatic outcomes. In this manner, collaborating created a sense of accountability toward his students.

I would argue that all these outcomes are highly relevant to institutional leadership, as they either provide the foundations for creating better practices or lead directly to improvements. It should be noted, however, than many of the outcomes discussed here are rather to be seen as innovation and creativity in the sense of leadership potential, not necessarily directly measurable adaptive change behavior.

4.3.4 Felicity Conditions and Challenges

4.3.4.1 Successful Collaborations

Judging from the descriptions of the collaborations, there are several factors which contribute to the successful emergence of leadership-related outcomes. One such factors is for the collaborative activity to have *points of reference* outside the collaborative space. In other words, success seems more likely if the collaboration has potential for application and a specific goal to be acted upon. Carol, for instance, said about the book club:

> Then several people brought up how valuable this would be for writing center staff to read, that the ideas in [the book] about how to help students work with sources, and even

> how to work with sources itself for our peer tutors, might be really eye-opening. (Carol, Interview 1)

As was indicated before, *clear roles and structure*, *accountability*, and *participants assuming expert roles* also seem to have a positive effect on collaborations. Carol, again, mentioned the following about the book club:

> It was nice to have that structure so that you knew you were responsible for reading, because if you're doing it on your own sometimes you get sidetracked. I knew I had to read that chapter and think about it, because I was going to go talk with [my colleagues]. (Carol, Interview 1)

Designing or running a collaborative as an *open system*, too, can have a positive effect. Gordon, for instance, shared how members being open to input and others' perspectives allowed him to adapt his practices as an instructor. About the collaborative review of finals at the end of the semester, he said the following: "I thought it was really neat how directly an outsider perspective, like collaborating with another person, could influence the stuff I was doing" (Gordon, Interview 1).

Finally, the *institutional culture* in which the collaborative is embedded appears to be one of the biggest factors in producing positive outcomes. Gordon shared that the collaborative encouraged a sense of community outside the shared space. As such, collaborating allows him to rethink his teaching and to grow as an L2 professional by seeking advice and input from others. This practice is then extended beyond the boundaries of the collaboration while also reinforcing cohesion in the shared space. Gordon claimed,

> [Participating in the collaborative] also makes me think about other teachers as people I could ask questions to. We always have this meeting where I am asking about, 'Is this a

good idea for me to test my students in this way?' I could do that outside of the meeting too. (Gordon, Interview 1)

Additionally, Gordon also mentioned that the *frequency* of his collaborative meeting where he and his colleagues review the final exams allows a sort of routine to develop. This was illustrated by the notion that quarrels and individual tensions among instructors reviewing each other's work was gradually overcome over time. Within the same context, he also indicated that having to work toward a *shared goal*, partially under pressure to complete the task, contributes to a positive outcome.

Finally, Sunny mentioned *tight networks* and *institutional infrastructure* which supports exchange and collaboration. She stated, "Through [the Center for Teaching Excellence], we do a lot of teaching workshops, so I know those people are very concerned about being a good teacher" (Sunny, Interview 1). This quote shows how the center provides a cross-institutional link that connects Sunny as ESL specialist with other professionals. It gives her an opportunity to learn about people and developments in her context. As part of the institutional infrastructure, it can then catalyze collaboration as Sunny described when narrating her experience giving the workshops at the center. The fact that Sunny also knows about her colleagues' goals and needs indicates that she can design collaborative opportunities for professionalization in such a way that these needs are met. In a broader sense, Sunny's quote also shows that *personal commitment or investment* underpin successful outcomes when instructors collaborate.

4.3.4.2 Unsuccessful Collaborations and Challenges

As the descriptions of the collaborations showed, failure of collaborative efforts may be due to a number of different reasons which seem highly personal or contextual-situational. As Elyas

noted, instructors may derail collaborations if they lack interest or investment, or if the collaboration does not yield any significant personal relevance:

> This last fall with the other two teachers that came and have already left, it was much more difficult to get them to try to collaborate. It was almost like pulling hairs to get them to divulge what they were even doing in the classroom, much less to try to get them involved in trying to develop the program itself. One of them, I think, seemed as though he was trying to implement things that he had been trying to implement in other places elsewhere, and seemed to think that he was going to just be able to do that without any sort of checks. (Elyas, Interview 1)

The last sentence in particular appears to indicate that the instructor may have perceived the collaborations as irrelevant to their own teaching or teaching persona because they did not, or did not care to, identify with the program, its local needs, and its shared goals.

Elyas' example is closely related to the lack of give and take which Edith addressed when describing collaborations "that other times it felt like they were a waste of time, just because it felt more like I was there to provide guidance and I wasn't getting guidance" (Edith, Interview 1). One of these instances was when Edith was training new instructors in a curriculum that she had co-developed. Although she was a valuable asset to the collaboration by acting as an expert, her efforts felt unreciprocated in that she did not experience opportunities to learn.

Another reason why collaborations may not work out is because participants take things personally. In Gordon's example below, this was the result of a collaborative space that held a multitude of voices and views while lacking structure and a clear assignment of roles. Describing the collaborative review of final exam questions at the end of the semester, he said, "For a while it was just, everyone wanted to nitpick every else's questions, 'I don't think that's a really good

way to ask that question.' Yeah, there are challenges of 'too many cooks spoil the broth'" (Gordon, Interview 1).

Finally, Edith raised a number of issues she felt made her participating in the semester-initial writing program meeting unsuccessful. The quote below illustrates that despite her interest in mindfulness, the collaborative workshop and its scope and goals were incommensurable with her perceived role as a writing instructor:

> I guess I'll talk about why I didn't like it, why it was so negative. First of all, [speaker 2's presentation] was about mindfulness—it wasn't even about mindfulness. It was about happiness in some way. … [Speaker 2] I felt was asking you to be too close to my students, like I'm responsible to teach my students how to be happy, or I'm responsible for this kind of content for them. I didn't understand how it related to the writing program in particular, the goals of the writing program. I didn't have anything material that I could take into class. It felt like, 'Hey your students are stressed; manage your student's stress. Make them happy.' I felt offended by that. I thought I was supposed to be teaching them writing, and so I didn't understand that. (Edith, Interview 1)

Edith also criticized the required meeting, similar to what she said regarding the part about mindfulness, introduced training on assessment which, to her, seemed incommensurable with the program's programmatic goals and priorities. She seemed to imply that the administrators either did not know or care what the presentation was about and how it aligned with what instructors had been trained to adhere to as institutional policy. While she saw this lack of care and direction reflected in the director's behavior during the talk, she also seemed to make a related point about the speaker, who, in her description, comes across as an outsider who was passing judgment on a teacher community he did not know and whose goal it was to impose his own beliefs:

> the [speaker 1] part that was about the contract grading did have a collaborative component and we were asked to answer questions and how we were going to implement them. Maybe just the setting made it feel collaborative because we were sitting at tables and … he asked us to talk about it, and I was like, 'This is bullshit.' It really just felt like bullshit. This is definitely informing this question, how important do they find professional development, because that presentation by [speaker 1] was completely opposite from what they've been telling us to do in our professional development activities for the last four years. Also, [director of program] was checking her email on her phone during his presentation. I don't even know if she knows what it was about. I don't even know if she knows that he was calling us all racist … . (Edith, Interview 1)

In addition to these conditions which may cause collaborations to fail, the instructors identified additional challenges. Elyas, for instance, mentioned that it is often *hard to get instructors involved* beyond what is required, which is why the assessment was never implemented. Sunny, too, said it was hard to get people apart from the usual suspects to care and participate.

Sunny also described how she has often found it challenging to *apply the knowledge* they gather in a collaboration in a meaningful way. Along the same lines, Edith's recount shows that it can be a challenge to make participants see the relevance of collaborations. Specifically, she described her own feelings of being disengaged or busy with her own projects. Having other priorities in the moment or having advanced instructor status which causes a great deal of distance in experience and preparedness between oneself and one's collaborators may also undermine the success of a collaboration.

As Gordon brought forth, and as I have mentioned elsewhere, it can also be difficult to *manage too many voices* in the same collaborative. If there are too many perspectives, disagreement or negative feelings may take over in the collaborative space.

Finally, Gordon raised the issue of *collaborations that are rather one-sided*. The conference presentation he attended, for instance, was not truly collaborative, although he described it as a collaboration experience. These 'faux collaborations' which place a heavy focus on one individual or a small number of collaborators are not necessarily doomed to fail, as Gordon's experience and Carol's conference attendance show. In my estimation, they may, however, put a greater barrier between participants and not lead to innovation, creativity, and adaptive change behavior as easily as more interactive collaborative settings.

4.4 Professionalizing Leadership Through an Enabling Leadership Lens

This chapter looks at collaboration through the lens of *enabling leadership*. This section, hence, explores how creativity, innovation, and adaptive change behavior borne out of collaboration become formalized or productive at the institutional or administrative level. Following Mendes et al. (2016), I understand enabling leadership as 1) comprising the factors and conditions which create interaction of system components, within and beyond the collaborative space, and thus leading to the emergence of adaptive change behavior, 2) constituting the conditions and mechanisms which interconnect system agents so the innovation can spread beyond the collaborative space. To investigate the coincidence of professionalization and leadership through an enabling leadership lens, I am looking at the instructors' recounts of professionalization-leadership links, definitions of teaching, administration, and leadership (including instructors' involvement in the administration), and the teaching artifacts shared for Interview 3.

4.4.1 Instructor Recounts of Professionalization-Leadership Links

In Interview 2, I asked the case study participants to provide explicit commentary on the link between teaching, teacher professionalization, and leadership. The rationale behind this question was the assumption that teachers become better at what they do through professionalization, which constitutes a leadership function: As they provide quality instruction, accrue relevant skills and knowledge, model exemplary behavior, support and inspire students, serve on committees, or provide input for curriculum development, instructors align their professional practices with and work toward the mission and, ideally, will help to shape the vision for their program, department, unit, or institution. I attribute collaboration a central role in this process because through collaborative practices like peer observation, committee work, or team teaching, instructors have an opportunity to, for instance, become more aware of issues other instructors grapple with or what happens in other classes and why. These insights will, hopefully, incentivize teachers to think more critically about what they do themselves and act as a catalyst to work toward better teaching and best practices more deliberately, for example by trying to get in sync with what other stakeholders in the same context do.

According to Carol, professionalization can "definitely" be a form of leadership because those participating in it are "modeling that you're never done as a teacher" (Carol, Interview 2). Reflecting on how this process has played out for herself, Carol mentioned two kinds of collaboration. In a more traditional sense, she would often lead others by passing on knowledge she had acquired in the process of professionalization. She also mentioned a year-long initiative offered by her campus' teaching and learning center:

> So, it's a series of training videos, and then you're in a cohort and you do discussion, but it's a whole year long. … The idea is that hopefully I'll be with a group of people that

> have been here for two years, for five years, and then I've been here for 19 years. So that idea that we're still learning to be better teachers, it doesn't stop. I do think that's definitely a way to lead. I think that I share the way I work in my classroom with other people, that's a form of leadership. Not that I know the right way, but this is me saying, 'Here's where I am now, I'm still learning.' Or, 'I've read this, and it made me think about that.' (Carol, Interview 2)

In fact, professionalization as leadership, according to Carol, inherently incapsulates these two dimensions: "when I was thinking about leadership, is that it's not just you sharing information but you being in it kind of learning with other people" (Interview 2). In this recount of professionalization as leadership, Carol also addresses how innovation and learning emerge in a context because a new or external idea or impulse are introduced by other teachers, which is a central tenet in complexity leadership theory:

> I think the colleagues that I admire in my department, and I admire most of them, are people that have been doing this for a fairly long time but are still coming back from conferences or from a summer of reading, saying, 'Oh I've been thinking about this' or 'I really would like to do a workshop on this' or 'Have you read this?' (Carol, Interview 2)

Interestingly, Carol also explored where her take on professionalization as leadership originated. She reiterated the importance of her first collaborative experience in graduate school, which effectively introduced her to a learning community approach to writing center work. When present in the writing center, she consistently embraces this model of socializing new tutors into this professional mindset and line of practice:

> I don't work that many shifts in the writing center … but when I do it's kind of fun then to jump into that discussion with new tutors so that I can sort of say, oh yeah so this is how

> this session went, and I still had this question. So that they start to see that no matter how long you do this, you're always kind of thinking through and thinking of alternatives and things like that. So you're kind of modeling that perfection is not ever really a reasonable goal in working with other people. So, and I think that helps people, new tutors feel better also. (Carol, Interview 2)

According to Edith, teachers are per se positioned as leaders due to their status in the classroom and relationship with students. She insisted that an instructor providing quality instruction through professionalization is "missing a really important aspect of what leadership is. And that is that you can be a great teacher in your class, and nobody knows that you're a great teacher" (Edith, Interview 2). Edith asserted that professionalization may help instructors build relationships with students and lead them toward desired programmatic or institutional outcomes, but in her opinion, professionalization as leadership predominantly unfolds in relations with peers and colleagues. Specifically, Edith said that quality teaching or innovation through professionalization can be considered leadership if "other teachers are seeing that you're a great teacher and then emulating that" (Edith, Interview 2).

Edith also pointed out that teachers contributing to mission and vision requires "that they're in contact with administrators and other teachers, not just being a good teacher" (Edith, Interview 2). Regarding her own context, she observed that the size of the writing program, with its various priorities, creates a form of insularity which impedes this kind of cross-over between system components or stakeholders:

> I think that's actually one of the problems with our program. We have a lot of really great teachers. Really, really great teachers. And they're not involved in the leadership of the program, and the program doesn't have a way of accessing their skills because it's so big

> and because they have so many mandates. They have so many cards on the table that they're trying to manipulate. Meanwhile, you have all these really, really skillful teachers. I mean, only this past year did I ever go to a presentation by a lecturer. I think that's a problem. It closes off their ability to be leaders if I don't have access to them. How are they going to lead me if I don't even know who they are? (Edith, Interview 2)

Edith's program recently started a bi-annual teaching symposium, and while she believed this could create greater synergies between the instructors, some of her colleagues described it as little useful. This illustrates that simply creating spaces for system agents to interact is not a sufficient measure for synergies among the stakeholders in the form of innovation and adaptive behavior to emerge.

Elyas embraced the idea that "[l]eaders are teaching and the classroom leaders are going and doing professional development, that is, they are leaders because they are doing things further themselves; they are doing things to act as models" (Interview 2). However, like Edith, Elyas makes a connection between professionalization and leadership mostly as what he called an "overt act" among peers, effectively rejecting the notion that the relationship between instructor and student amounts to a leadership dynamic. He said,

> It feels to me like if a teacher goes to a conference and learns some interesting things that they then apply in their own classroom, but they're not necessarily sharing that with the other teachers even though the other teachers might see it and they themselves might adopt it, I don't see that as any sort of deliberative leadership role. (Elyas, Interview 3)

Elyas' understanding is particularly interesting in the context of this study because he assumes that leadership is about intentionality, which is, to a large extent, driven by administrators. Collaboration serves the purposes of advancing the program and enacting existing policy, not

just the individual instructor. Although this may be a bottom-up process stemming from peer-to-peer collaboration, where a person may "arise … [to] take the initiative to be the leader" (Interview 2), Elyas' stressed his role as the administrator who purposely designs leadership through collaborative activities like teaching observations and performance reviews, among others:

> if everybody is the leader, then nobody is the leader. From my perspective, there's the leader whose goal is to facilitate or to coordinate or to even mandate, but when everybody is doing the same thing and there's not one or two people who are acting as the go-to for even the coordinating of schedules or the coordinating of materials, if there's not one person who is doing that, I don't see that necessarily as leadership. … if they're just going in and teaching and then coming in and then sharing their experiences, I don't necessarily see that as leadership. I see that as collaboration, but not necessarily leadership. (Elyas, Interview 2)

Gordon claimed that professionalization enables change, which he defines as a central facet of leadership. This process relies on collaboration and teamwork but also professional experience. What seems particularly noteworthy in Gordon's response is that professionalization as leadership is not necessarily conceived of as emergent behavior emanating from complex system dynamics but rather as a somewhat unidirectional phenomenon driven by a set goal or purpose. Specifically, Gordon framed the link between professionalization and leadership as being about training new instructors and modeling ways of acting and thinking to address problems and seek solutions:

> I think that's why leadership tends to fall to people who have more experience. They've seen this kind of thing that's happened before, and so they're able to communicate with

> the other people in the team that they're leading that there are ways to try to work towards a solution. (Gordon, Interview 3)

Overall, Gordon thought that the link between professionalization and leadership was "very intuitive. There's a big link. I feel it's hard to go onto leadership without seeking out some knowledge and advice elsewhere from other people to help teach you how to be a leader" (Gordon, Interview 2).

Sunny rejected the idea that teaching and leading can ever be separated. Claiming that "inherent in teaching is leading" (Sunny, Interview 2), Sunny said,

> I definitely believe that leadership is about teaching, because like I said, it's about being a role model and about helping people recognize what direction that they want to go in and see the opportunities. So I feel that leadership is about teaching, yes. (Sunny, Interview 2)

Along the same lines, Sunny's recount made it appear as if she believed that the role of professionalization as contributing to leadership does not merit special consideration or status. In fact, she seemed to express the view that instructors getting better at their job is a crucial tenet of the teaching profession, ingrained in the professional role to such an extent that teachers will lead inevitably simply by doing what they are supposed to be doing. Sunny stated, "I feel like people do [become better at what they do] every day; they teach, they become better, if they're paying attention" (Sunny, Interview 2). This observation is supported by the way Sunny's evaluation of different examples of professionalization. When I asked her if becoming more knowledgeable, accruing pedagogical skills, modeling behavior, serving on committees, learning more about one's program, or providing input for curriculum development were leadership, Sunny replied with an emphatic "of course." In the context of our discussion about professionalization as leadership, she also provided personal examples of professionalization to respond to my

question, saying, “I did go to writing center conferences, and I did bring back ideas, and start things, you know, different programs” (Sunny, Interview 2). In this sense, Sunny reiterated the opinion that professionalization was about learning to teach and function in different settings and to acquire different skillsets for different activities and roles, which, based on her recount, amounts to teacher leadership.

However, Sunny was ultimately adamant about accepting a clear link between professionalization and leadership. There were two reasons why she struggled to exactly pinpoint what kinds of professionalizing activities become, constitute, or help with leadership. First, she claimed that professionalization can “encompasses so many different things” (Sunny, Interview 2), and although the act of professionalizing supports teacher growth, how and in what form instructor learning translates into leadership practice seemed less clear to her: “Teachers are leaders to begin with, and they do become better at what they do every day. So, by doing professional development, what is the goal? Do they become better leaders, or they become leaders in a certain context?” (Sunny, Interview 2)

The second reason why Sunny felt somewhat uneasy about emphatically embracing a direct connection between professionalization and leadership was that professionalization, in her view, is highly individual and driven by personal commitment. Along with leadership, it is a conscious choice that instructors make. Sunny explained, “You have to have the desire to professionally develop. So, if you're going to participate in professional development, that means that you want to be a leader, in my estimation” (Sunny, Interview 2). She also made a concession, though, saying that “a lot of tenured people do not focus on developing their teaching, and I don't feel they're leaders in the profession, of course” (Sunny, Interview 2). For

these two reasons, she struggles to exactly pinpoint what kinds of professionalizing activities become or constitute leadership.

Finally, Titus made a link between professionalization and leadership with an orientation toward the future, stating that "it's going to help me lead my future students better" (Titus, Interview 2). Although he addressed the role of collaboration with colleagues, Titus reiterated that in his department, there is a lack of structures that would make the larger teacher community profit from professionalization. In that sense, Titus concluded, "most of this professional development is selfish. It only has individual benefits for me right now, and then ideally that would lead to benefits for my students" (Titus, Interview 2).

4.4.2 Teaching, Administration, and Leadership Definitions, and Instructor Involvement in the Administration

An important assumption underlying this research is that instructors having access to the administration of their program or department constitutes an important facet of both adaptive and enabling leadership. This access encourages innovation and adaptive change behavior through interaction of system agents. Intersections between teaching personnel and administration also create potential for the formalization of innovation as instructors catalyze the institution-wide spread of creativity and adaptive change behavior borne out in collaborative spaces.

It feels intuitive to assume that instructors, or higher education professionals more broadly speaking, whose thinking represents an insular understanding of teaching, administration, and leadership are less likely to incentivize or contribute to emergent synergies across institutional roles and levels. In other words, those who see teaching, administration, and leadership as intertwined may be more likely to be associated with adaptive change behavior amounting to true leadership at the institutional level.

To elicit the case participants' understanding of these three terms, I asked them to name similarities and differences among them. Despite this question's focus on aspects that bridge rather than divide teaching, administration, and leadership, it seems, nonetheless, interesting to the differences to some degree. Falling in line with Titus, who claimed that all three activities have something "specific" (Titus, Interview 2) about them, most of the instructors were able to delineate the three concepts from one another.

Titus described teaching as about working with students in support of achieving "linear objectives" (Titus, Interview 2). In a similar vein, Elyas defined teaching as predominantly about students, namely as "the actual training of the students, getting students to absorb that skill or absorb that information" (Elyas, Interview 2). Elyas expressed the view that teaching may or may not overlap with administration or leadership but ultimately concluded that managing one's class and leading students can happen without involvement of other system components beyond the classroom. Sunny's notion of teaching is well aligned with these statements. She defined teaching as "helping students to learn," which includes content and "strategies for learning in life and critical thinking" (Sunny, Interview 2).

As for administration, Titus explained that "you have a specific task, or you have specific duties that you're responsible for that maybe don't necessarily involve students, probably involve faculty or TAs" (Titus, Interview 2). Although providing a similar answer, Elyas took a much broader perspective by defining administration as the act of "mak[ing] sure that the system itself works fluidly" (Elyas, Interview 2). This may include clerical tasks like managing grades or enrollment but also aspects like enabling communication or informing stakeholders what needs to be done. Speaking as an administrator himself, Elyas again showed a somewhat unidirectional understanding of instructor involvement in administration and leadership, reiterating that

communicating and collaborating with teachers is often about making sure that policy and actions are "carried out" (Elyas, Interview 2) as needed for a program to run and improve. Very much in line with Elyas, Gordon concluded that administration entails activities that are "more clinical and logistics" (Gordon, Interview 2) like making sure lesson plans for instructors in the same level are well paced, informing students about immigration requirements, or participating in committee meetings. For Gordon, these are things that need to be done to "keep the wheels running" (Gordon, Interview 2). Sunny, in a similar manner, defined clerical work like "supervising and working with a budget, and working with the higher-ups and doing all that fun paperwork, and curriculum and advising. … mostly paperwork-type stuff" (Sunny, Interview 2) as central to administration. From her perspective, creates a disconnect from teaching and makes administration more theoretical and conceptual, or as she put it, "once you put it on paper, it's kind of like two dimensional, versus three dimensional" (Sunny, Interview 2). Associating administration with policies, management, and authority, she also noted that administrators "make policies, and they enforce policies, so I think admins are tough, because you have the ultimate say" (Sunny, Interview 2).

Titus described leadership as "more general, just helping your peers, or helping especially people under you, like achieve your common mission" (Titus, Interview 2). In defining leadership, Elyas took a less hierarchical perspective and claimed leadership is the "ability to get the people who are involved in all of these different systems, whether it be in administration or teaching, to accomplish the goals and the policies of the program or the organization" (Elyas, Interview 2). In essence, Elyas was talking here about being effective at making others do their job. Gordon defined leadership by contrasting it with teaching. According to him, an important difference between the two lies in the fact that by default, teachers are "a lot more expert"

(Gordon, Interview 2) than their students in the subject area or language ability. These different levels of expertise create a greater distance between teacher and student compared to an instructor and their peers. As a consequence, "the kind of conversations that you have as a leader with the people that you're leading should be different than you should have as a teacher" (Gordon, Interview 2).

Having trouble to effectively tease the three concepts apart, Carol focused heavily on the similarities among them. She made a case that teaching also typically includes administrative tasks and leadership, which Elyas also mentioned. He was more restrictive in defining the scope of all three terms, though, providing the concession that teaching and administration may also happen as isolated activities. On a somewhat related note, Gordon established a clearer connection by stating that leadership is a "form of teaching" (Gordon, Interview 2) where one person guides a team toward a goal. In this collaborative process, the person taking the lead attempts "to communicate to [the team members] your vision and what you see as something that would work well" (Gordon, Interview 2). It should be noted, however, Gordon's understanding is based on flat hierarchies where egalitarianism is embraced as a principle organizing the existing relationships. Similar to Gordon, Sunny tied leadership and teaching together by making both about "modeling" (Sunny, Interview 2) behavior and ways of thinking and doing.

Carol also seemed to reject strict and inflexible hierarchies when she concluded that collaboration across levels and roles is an important aspect defining and tying together all three terms. Specifically, Carol highlighted the need, particularly for those with official titles who have institutional power, to listen to and take into account the expertise of those "on the ground" (Carol, Interview 2). In her view, people involved in the day-to-day operations, for instance when teaching in the classroom, often have direct and authentic insight into how a place

functions. This kind of synergy can, according to Carol, create "organizational change … from the bottom up" (Carol, Interview 2). Along the same lines, Gordon made a point that collaboration exists in all three areas, stating that "none of them can really be done in isolation" (Gordon, Interview 2). While Gordon put only little emphasis on cross-institutional collaboration and rather focused on collaboration within these specific activities, he still articulated flat hierarchies in leadership and teaching as the ideal so that individual stakeholders are "not to be the only voice in the room" (Gordon, Interview 2). Titus made a similar point, saying that all three activities should be "reciprocal" (Titus, Interview 2) in that they do not impose top-down relations but are dialogic in the sense that those in charge, such as teachers or administrators, rely on listening to others and value their opinions and experiences.

Another similarity Carol noted was that all three concepts are driven by a "core vision" (Carol, Interview 2) or fundamental values which guide the activities related to the three concepts. Gordon's statement that teaching and leading are about making an impact, while focused more on achieving a purpose, seems well aligned with Carol's idea about vision. Gordon expressed another, highly synergetic relationship between administration and leadership when he said that administrative processes, such as collecting student achievement data, can inform key institutional leadership processes. At the same time, this underlines the different nature of both concepts because such a view defines leadership as creating change and helping others, which, according to Gordon, makes it more dissimilar from administration. Although not fully aligned with the previous idea, a similar thought was expressed by Titus, who noted that helping and supporting others is a facet of leadership that is inherent in teaching and administration as well.

The most interesting aspect of how all three terms are related was probably articulated by Edith and Carol, who made the point that leadership is a *principle* which can be enacted as both teaching and administration. Carol said,

> I feel like leadership is sort of a way of being versus both administration and teaching are more contextually influenced. So. what you can do and what you can't do and decisions you have to make, actually both in the classroom and in some kind of organizational structure, there's more out of your control, I think, then in terms of leadership. (Carol, Interview 2)

Edith made a similar point focusing on the difference between roles and positions, allowing stakeholders to strategically frame their involvement in contexts as either teacher, administrator, or leader:

> First of all, I would say that I think admin and teaching are separate. They're their own thing because they're roles, and leadership is more like a position, in how I was talking about it, right? So, administration and teaching, they're kind of formal designators, although they don't have to be. … in this setting, if I said, 'Oh, I'm a teacher,' then it very much sets me as an instructor of writing, right? Whereas, if I said, 'I'm an administrator,' then that means that I might teach, but probably I make more decisions about curriculum, and I write a lot of emails, and I do more management kind of stuff. Leadership is that skillful influencing of other people, and so you can be a leader as an administrator. You can be a leader as a teacher. You can also decide not to be a leader as a teacher, and you can also be a really bad leader as an administrator. (Edith, Interview 2)

Finally, when I asked Carol why she had agreed to participate in the study as an instructor, raising the issue that she also had significant administrative duties, she notes the difficult and

sometimes isolating nature of official roles and titles, which may not accurately reflect faculty involvement in the ecology:

> I think the job description is clear. You are faculty. You're administration. Your specialist staff. But once you start talking about roles at my college, maybe it's not as clear, though we have a lot more autonomy, I think, which is nice. (Carol, Interview 3)

As was expected, each term carries a specific meaning and connotation. However, as the instructor recounts about the overlap between teaching, administration, and leadership illustrate is that all three activity areas are, to varying degrees, systemic. This means that the mental representations of these terms do not seem to constrain the case participants to one particular kind of role, title, or way of thinking. As Titus' discussion shows, absence of these synergies (or what he calls "reciprocity" (Titus, Interview 2), can create a toxic institutional culture where a lack of supervision, care, and leadership drives instructors away as they feel overwhelmed and dissatisfied. Titus used himself as an example here:

> I think a lot of the professors don't understand, too, how much time and effort teaching takes. So, I think even my advisor, he has this attitude, like, 'Why haven't you made progress in your dissertation? What are you talking about? You've taught this class before.' It's like, 'Yeah, and the last time I taught this class, also, I was given no advanced notice, and so it was a shitty class, and I don't want to fucking teach a shitty class again.' So, I think TAs, especially, are put in this awkward position where they're trying to mitigate all of these expectations, because from the student side, last fall in my course evaluations, there were students that wrote in the comments, 'Stop fucking hiring grad students as instructors,' or, 'Don't have TAs teach this class.' I'm like, I agree, because I'm not qualified to teach this class. I don't know what the fuck I'm supposed to

be doing, and it's not fair to these students who are paying tens of thousands of dollars. (Titus, Interview 2)

To conclude this section, I would like to address a couple specific examples where the instructors participate in the administrative apparatus. Since a lot of the collaborations discussed throughout the dissertation already involve administrative elements, I will be brief.

Edith mentioned an interesting example of when she was administratively involved as placement assistant in her program. As part of this assignment, she scored international students' writing tasks and placed them in courses. Since the program had opened up the placement options for ESL students, this could mean ESL courses or mainstream offerings which usually enroll domestic students. Edith posited that through her work, she created a possibly positive influence on her colleagues teaching these students. She specified this when saying that her work created a situation (i.e., a student being enrolled in a particular course) for the instructors to position themselves in regard to. In this position, Edith not only brought in her own expertise to the table as she discussed the accuracy of placement with her colleagues also working placement. She also exercised an extended influence on the writing program community as a whole by creating opportunities for instructors to rethink preconceived notions about students and adapting their teaching and interactions accordingly. Edith said,

> [after I place them] that student then is in a class. Let's say it's a Chinese student who has really awesome English skills and ends up in 101. And now you have a teacher who is not usually teaching Chinese students, and they now have a Chinese student in their class. And so, they're going to be influenced because they have to do something about that, probably, right? Whether it's resisting or taking it up, either way, you're influencing what they do in class. (Edith, Interview 2)

Another interesting example of administrative involvement was given by Titus, who coordinates the Spanish tutors in the local writing center. As he explained, all graduate teachers are expected to tutor once a week. As Titus made clear, professionalizing in this way allows him to be closer to both students and his peers and to recognize problems or pressing issues:

> So there have been some cases of instructors who are fucking mean to students or dealing with problems like students repeatedly trying to ask tutors to help them write a paper or something, when the policy is it has to be your own words. Like we can help you revise it. (Titus, Interview 2)

This kind of involvement also provides a direct link to those in charge of the program. As Titus learns more about students' needs or sees where best practices are not applied, he can then take steps through his position to correct a misconception by bringing it up with the program coordinator.

As these two examples illustrate, teacher involvement in the administration can be highly beneficial. However, it should be acknowledged that this kind of instructor role relies on a supportive institutional culture which enables the synergies between teaching, administration, and leadership discussed above. Unfortunately, this is not always the case, as Edith noted:

> [For teachers to be] giving input to the mission requires that they're in contact with administrators and other teachers, not just being a good teacher. … I think that's actually one of the problems with our program, is that we have a lot of really great teachers. Really, really great teachers. And they're not involved in the leadership of the program. And the program doesn't have a way of accessing their skills because it's so big. (Edith, Interview 2)

4.4.3 Teaching Artifacts as Evidence of Professionalization-Leadership Links

Carol shared a worksheet titled, "Supporting Multilingual Students Across the Curriculum." As part of this worksheet, she also shared the profiles of "Five Marias," which are hypothetical version of a multilingual writing student who identifies as Hispanic. Both are part of a workshop Carol has given for faculty at her institution who are not members of the English department. The worksheet lays out "core principles" for seeing and working with multilingual students, such as not confusing language ability with intelligence or understanding that a language other than English should be seen as a "resource," not a "deficit" (Carol, Interview 3). The worksheet then lists sections on "[h]elping [s]tudents [a]adjust to [a]cademic [c]ulture," differences between language acquisition and learning, including differences between academic and colloquial language, and the concept and validity of non-nativespeakerism, as well as pedagogical tips for scaffolding, interaction, and noticing. The "Five Marias" are a part of this workshop in that they encourage workshop participants to think beyond the 'ESL label' and instead encourage instructors to understand how diverse international or multilingual students really are as a group.

Carol's case encapsulates at least two sets of collaboration attached to these artifacts: her involvement in collaboratives leading up to the artifacts, and then the execution of the workshops using these materials. With this example that Carol shared, leadership intent is already built into the collaborative professionalization for her colleagues, both pre- and post-artifact. Collaborating with instructors outside of the English department, whom she explicitly targeted, to educate them on what it means to work with multilingual students is inherently about contributing to the institution's mission, or Carol's perception thereof, and student learning:

> I was interested in what could the writing center and what could the English department do better, but … I was just as interested as what everybody else could do … It's everybody's job to help students develop their writing skills. (Carol, Interview 3)

At the same time, these artifacts also represent Carol's own learning, as she was on sabbatical to complete this project and had read and attended conferences with the explicit intent to educate herself to lead others, who in turn would then lead by implementing better practices.

As additional supportive mechanisms of enabling leadership that would make her work and insights productive at an institutional level, two things should be mentioned: 1) the institutional culture, espoused in the administration's invested interest in Carol's work, which supports both her own development by giving her time off from a heavy teaching load but also the professionalization of others, including the expectation for instructors to professionalize and their implicit positioning as leaders, as well as 2) specific resources or an infrastructure for dissemination of knowledge:

> it's something that I've sent out into the world, both in the form of these workshops and I also made this handout available on … the writing center's blog. So, … it was created under a certain set of circumstances that was involving my own professional development, but when you apply for sabbatical at a community college, you have to make a justification of how it's going to benefit the faculty and staff and students at the college. (Carol, Interview 3)

Another facet of resources and infrastructure which closely links to expectations encompasses the learning and writing center, which offers a workshop series during orientation week that instructors are expected to attend. On a related note, however, Carol also mentioned how enabling leadership sometimes fails to materialize due to personal resistance or a lack of interest.

Specifically, she lamented how many workshop attendees at orientation week are often English or ESL faculty and not instructors in other disciplines like nursing or psychology who typically are not trained in working with multilingual students. This is not to mean, though, that language professionals cannot benefit from such trainings, which Carol has realized offering these workshops. It should also be noted that in response to the difficulty reaching everyone, Carol also adapted her behavior and transformed some of the materials into a blog post which she shared via email, hoping it would have a farther reach.

Regarding the adaptive space of the workshops, Carol reiterated the importance of working with colleagues "as equals" (Carol, Interview 1), and while she acknowledged taking an expert position, her collaborative and leadership style strikes one as non-hierarchical and participatory: "I'm trying to share what you learned, but in a way that's not just being a talking hat" (Carol, Interview 3). In fact, she claimed to have presented her accumulation of best practices and knowledge gain over the course of her career and sabbatical in such a way that the specific focus on issues surrounding multilingual writers across the curriculum would spark interest and exchange in the form of question, which in turn helped her rethink how to best support multilingual writers in different courses, including her own.

The stance Carol projected while narrating the artifact also shows that she embodies the idea of ongoing personal growth. Although she already knew many of the things she would cover in the workshop, she used the sabbatical and awareness of her goals as a frame to focus in on the things she did not know, which then became catalysts for her work, while also finding validation for the practices she had been engaged so far:

> So, I did a lot of reading. I had already started going to TESOL regularly before then, but when I went to TESOL that year, I had a special kind of set of glasses on for the kinds of

> things that I went to see. So, this kind of represents both things that I read and learned about, and some of which was new, but a lot of it wasn't, but I feel like I got kind of theoretical backing for some of the things I already did. (Carol, Interview 3)

Overall, the entirety of Carol's narrative about this artifact and the rationale why she chose them for the study show her very profound systemic view of professionalization and leadership as institutional processes. At the same time, her recount shows how collaborating in such a system which encourages cross-over and interlinked agents has reshaped her practices and knowledge in relation to colleagues and her own teaching, reminding her of the theoretical foundations underpinning her practice:

> especially the handout, the kind of summary of the workshop, it does illustrate kind of things that I thought were important enough to put on paper that I want to keep in mind for my own practice… So, this was a good way, I think, for me to remind myself of that but then to kind of teach people who maybe don't have any idea about how people learn languages, so … both kind of reinforcing things that I had learned and things that I think about as I teach and giving a nice theoretical, rampant, theoretical, underpinning to what I already kind of instinctually did by watching people who are really good at what they do, but then allowing you to kind of pass it along to other people too and say that this what we need to think about. (Carol, Interview 3)

Edith shared the slides of a presentation about directed self-placement she had given with colleagues at a large, national conference. In this talk, she reported on her involvement as placement assistant in the transfer and placement team in creating a new placement system for the writing program, including developing a writing task as well as questions based on the course

descriptions that would help students to make informed choices about available classes. In the presentation, Edith and her colleagues focused on graduate student labor as part of this project.

One way enabling leadership is at work here is through the nature of Edith's involvement in "an official professional development opportunity that led to leadership" (Edith, Interview 3), meaning that it was created in the context of an institutional culture which explicitly positions graduate students like herself as taking on leadership capacity in an administrative and collaborative context where she can bring in her "insider knowledge" or "individual expertise" (Edith, Interview 3). At the same time, the collaborative environment was a catalyst for Edith's professional growth: "knowing things gives you the opportunity to know more things and so it magnifies it" (Edith, Interview 3).

Another aspect related to institutional culture is the relational dynamics between system agents. Edith was not only framed as a leader in the collaboration through her title, invested in her by the administration who made a professional development position available, but also because in Edith's context, her colleagues were willing to "recognize[…] that [she] had this special knowledge" (Edith, Interview 3).

As we saw with Carol above, though, the focus on adaptive and enabling leadership should not be too punctual, and the emergence of innovation through collaboration rather been seen as sequential in nature. Edith illustrated this when she said that for her, leading in this space was not only about sharing her knowledge to create a new placement system for the program but because the team's collaborative mindset of making their insights available to others "put [her] into the place to be sharing knowledge at a conference" (Edith, Interview 3), which then opened up new potentials for innovation and change in peer institutions.

Another interesting aspect which can qualify as enabling leadership is that the collaboration itself had a flexible make-up, allowing participants to move in and out of the space as needed or appropriate in accordance with their other roles and duties. As Edith put it:

> doing the presentation was interesting because it brought [colleague 3] back into the fold, I guess, because we didn't really work together, right? [Colleague 3 was] off already …, but [they] were coming back. So, in that case maybe it was a little bit special because it … was like a spiral, right? (Edith, Interview 3)

Although Edith notes that a lack of continuity has given some collaborations that she participated in a feel of fragmentation, this particular example had enough continuity to allow the interactions to merge into a useful pedagogical product. In this regard, the role of graduate students in collaborative settings seems particularly interesting. Edith associated with messiness and inconsistency despite the positive experience in the placement team:

> I think the liminal space of the graduate student contributes to it. Because people are going to graduate. Because their job requirements are going to change in a way that I think people who are regularly employed might have more consistency in their dedication to a project. (Edith, Interview 3)

Elyas shared two artifacts, the sketch of a syllabus for "Basic English 1" as well as a grid in which course goals and learning outcomes are mapped to assignments, activities, and assessments. These two documents are the product of a "year-long discussion back and forth" (Elyas, Interview 3) between him and the instructor for the first-year courses. As Elyas explained, some things that the instructor did were not successful and needed modification. Specifically, his colleagues realized that the first-year course she was teaching focused too much

on reading and writing while not offering sufficient support in speaking and listening, which were the areas the students lacked ability in.

In this updated syllabus, the instructor made some edits to inform Elyas about which "goals were not going to be doable" (Elyas, Interview 3) in the next cycle and required modification. These updated goals were put in the grid and given to the teachers who will offer the courses in fall to collect ideas and offer input regarding possible activities and assessments. In a meeting, Elyas then met with these instructors, and their ideas were discussed and finalized into a possible set of options to achieve the goals:

> They brought in the things that they had thought through, that they had written in on theirs. We discussed together how these different goals and student learning outcomes could be accomplished, what activities each of us thought were going to work better, putting the things that we thought were going to be good, brainstormed about other things. Essentially, this Basic English 1 goals and evaluation matching was the result of a lot of back and forth on what to do. (Elyas, Interview 3)

This example shows the importance of an institutional culture which values open communication channels between instructors and administrators for emergence and adaptive behavior to happen. Saying that "[t]alking back and forth over the last year and especially toward the end of this last school year, that's where those ideas came out" (Elyas, Interview 3), Elyas describes how these open channels raised the issue of a programmatic deficit regarding student needs.

Elyas' recount also highlights that an enabling a space where ideas can be shared and discussed will, ideally, be underpinned by an appreciation for the expertise of instructors as valid and valuable input. As Elyas noted, in the process of operationalizing course goals, it was legitimate for everyone to throw ideas "out into the pool to be discussed and modified, however

anyone within the group felt was best" (Elyas, Interview 3). Along these lines, conscious recognition of collaborators' diverse background also enables for system agents to interact and create adaptive responses. Framing the following as inherently about collaborative professionalization, Elyas said the team effort was about

> trying to get as much input from people who have varied experiences, varied knowledge, varied background; using their understandings of language, of students, of assignments that have worked for them or assignments that they've used before; basically, learning from the other teachers that are around to be able to accomplish that institutional goal. (Elyas, Interview 3)

In the process of aligning pedagogical practices with the programmatic goals, Elyas also highlighted the administrator's personal commitment to instructor autonomy and freedom so as to make sure that teacher remain invested and interested in the process. Rejecting a top-down approach, he described a participatory framework in which he is "trying to make sure that, at least from my perspective, I'm not mandating stuff that doesn't need to be mandated" (Elyas, Interview 3). His example of a collaboration where professionalization and leadership collide thus relies on trusting instructors to take the potential created in the collaborative space and to make it productive by filling in the blanks in terms of transforming outcomes into actual pedagogy to meet students' needs while also making the courses their own in accordance with their training, background, and preferences:

(1) As far as me putting together the goals and outcomes and then moderating the big picture aspect, now it's up to them to go and take that. ... I want the two of them to be working with each other on that because that's the more day-to-day stuff that they'll be doing.

(2) If anything, from my perspective, my background, it's extremely important for the teachers who are in the classroom to feel like what they're teaching is their own, that they're not just simply teaching a book or they're not just simply teaching a curriculum that they themselves haven't put effort into… . (Elyas, Interview 3)

Hence, while Elyas leads in "setting up an environment" (Elyas, Interview 3), the instructors are then expected to engage in a peer-to-peer leadership continuing the process.

Finally, Elyas also reflected to what extent this collaboration illustrates better teaching, knowledge gains, and identity shifts. While these are, strictly speaking, leadership-related outcomes of collaboration, Elyas' recount makes a strong connection to enabling leadership. He concluded that the collaboration exemplifies better teaching because of his involvement in the adaptive space, he learns, in his official leadership capacity, about how the teachers in his program approach the curriculum. On the other hand, the teachers get to know each other and their practices, which may stimulate innovation and synergies. At the same time, the collaboration opens up a space for the instructors to familiarize themselves with the leadership priorities of the context.

Along the same lines, Elyas' very own learning process as an administrator and leader in the satellite campus has created an awareness of contextual differences. Elyas implied this when he said that working in a multi-national team allows him to see the ways in which his U.S.-centric views of learning provide a limited frame of reference:

There's a recognition on my part that I am teaching in a country, in a culture that's different from the one that I grew up in, that my students themselves have very different experiences in learning or in school in general, as well as in the language classroom … . The teacher is expected to teach them English, and so the teacher has to resort to certain

> techniques that in the way that I was taught language would be almost offensive. It would seem like it's beating your head against a wall, but teachers making do with what they have. Anyway, the students themselves going through that and not having the background and understanding that the reason why the teachers are teaching in the way that they are is because of time and classroom restraints, limited number of teachers, limited amount of time for them to teach each student, that the students don't understand that. I'm coming to their position, understanding the background of my culture, understanding their culture, understanding what the current pedagogical literature says is best practices, and then … seeing that the best practices may not work here because of other cultural factors. Those identity issues of realizing that I am an outsider, that if the teachers who are going to be implementing this curriculum don't feel as comfortable not doing X or doing Y, that I should weigh whether I'm going to fight for X or whether I'm going to fight against Y. (Elyas, Interview 3)

Elyas did not indicate that he felt more like a leader or administrator because of the collaborations through which these realizations happen. However, his response clearly suggested that this this collaboration-driven knowledge gain and shift in positionality as a foreign language professional can serve as an important underlying awareness driving the prioritization of collaboration to meet local needs in the form of emergence and adaptive behavior through future local collaboration.

Gordon shared a training syllabus for writing teachers that he had created with a colleague while working in an IEP in abroad. The IEP had a program specifically dedicated to teacher training, and Gordon and his colleague were invited to develop a curriculum for a training course. Both intended to design a class with “the most important things in teaching

writing and in demonstrating improvement in second language writing" (Gordon, Interview 3). This translated into modules on essay writing; diagnostic writing; argumentative writing, persuasion, register, and audience awareness; reading and outlining; grammar and corpus pedagogy; as well as conferencing and feedback.

An obvious factor contributing to the program-wide emergence of the innovation encapsulated by the training curriculum is the existence of the teacher training program itself, which was funded by the local government. The context Gordon and his colleague were collaborating in at the time provided the appropriate frame and resources supporting the initial collaboration. It also defined ongoing teacher professionalization as a priority and institutional practice. Both of these factors gave the collaborative effort relevance beyond the collaboration itself and provided a goal and future behavioral outcomes for the collaborative process to be targeting and to be acted upon.

A similarly significant aspect which can also be considered to be part of the local institutional culture is the administration's willingness to delegate the development of the training to Gordon and his colleagues, which explicitly positioned them as leaders with authority and gave the collaboration's outcome legitimacy. In this way, the administrators invested authority into the collaborative outcome which generated potential for the innovation to become quasi-formalized at the institutional level. In fact, Gordon said that by virtue of creating from scratch a training which "was going to [set the tone of] what all goes into the different syllabi," he and his colleague "were really leading sort of where the program would go" (Gordon, Interview 3).

As the administration shared leadership responsibility, Gordon and his colleague were given a considerable amount of freedom. The program only provided a lose framework of

guidelines to work with, which created both an incentive and pressure to actively determine appropriate content for the training program that was relevant to the target audience while also balancing the prescribed standards with the audience's needs and level of experience. To build ethos so that the trainees would accept the course as valid, Gordon asked himself: "What do I need to do to make sure I'm impressing these people who are already mid-career professional teachers?" (Gordon, Interview 3). Gordon described how this mindfulness was shaped by the autonomy granted and the tensions it allowed to emerge as follows:

> they had standards but they didn't have specific things they wanted us to teach. So, we had to think about from the perspective also of the teachers that are going to go back to their classrooms in public schools, what are they going to want to know or what do they already know that we don't need to cover, what can we show that will be something that they would enjoy. … we sort of did a kind of a design perspective thinking of our end users, as well as look at past stuff we'd seen from experts, and kind of combined those. (Gordon, Interview 3)

Gordon's and his colleague's positionality as leaders entailed leadership intent in the form of a strong commitment to help other instructors improve their teaching and to support their professionalization. As the last sentence in Gordon's comment above illustrates, he and his colleague were aligning themselves in this process with expert voices from the field, which he considered an important factor in making the training successful and relevant for the instructors. In fact, in choosing "the most important stuff, in L2 writing teaching" (Gordon, Interview 3), they aligned their syllabus with what they believed the field does or is most concerned with, and in doing so provided trainees with an opportunity to enter or participate more extensively in the community of L2 writing professionals.

As they were creating a relevant curriculum, both instructors drew on the similar backgrounds and experiences they brought to the table and combined their two sets of expertise into a meaningful list of topics and resources. As Gordon mentioned,

> we sort of pooled our experiences of those two different worlds of ESL or Academic English Preparation in the U.S. and then EFL and combined differences that we saw there, as well as pooled our knowledge from past conferences we had gone to. (Gordon, Interview 3)

Gordon and his colleague also relied on previous activities they had completed in their own teaching in choosing topics for the course, which indicates that the training was informed by best practices that had proven useful and valid in the classroom. This, too, appears like an important factor which can guarantee the successful formalization of the innovation at the institutional level beyond the collaborative space.

It should be noted that the collaboration was characterized by ongoing negotiation between Gordon and his colleague, who had been at the IEP before Gordon arrived and therefore took the lead by suggesting ideas for the syllabus, many of which Gordon agreed to. Gordon, on the other hand, also pushed ideas of his own. These suggestions were driven by his pedagogical content knowledge of L2 writing and included topical areas of inquiry within the field, such as corpus-based approaches to teaching writing. Gordon mentioned that his insistence on covering corpora was to make sure that instructors would familiarize themselves with an evidence-based approach to language instruction. This forward-thinking design, which created potential for pedagogical change and innovation beyond the process of creating the training, was successful because the collaboration between Gordon and his colleague was characterized by continuing compromise, openness from both participants, and priority setting for the goal at hand. The

simplicity of the collaborative space with a small number of stakeholders also seems to have eased emergence of the innovation, as Gordon suggested:

> I would say [this collaboration] differs from those other meetings. I think a lot of it has to do with the one-on-one nature. It was just two people rather than a whole committee doing it. I feel like we could understand each other a bit better, and there weren't so many competing perspectives. (Gordon, Interview 3)

Despite the seniority of Gordon's colleague, which caused him to take charge, both maintained a collegial relationship and were engaged in the collaborative space on equal footing, which allowed the collaboration to become fruitful:

> we were definitely closer to being peers, in terms of our experience in teaching. It wasn't like anyone had taught way longer and the other one short. We were pretty close. He had taught maybe like a year longer than me or something. So, there was very little power dynamic in it. (Gordon, Interview 3)

Overall, pooling both instructors' backgrounds and drawing from past teaching experience points to a broader consideration in regard to the collaboration's larger impact on the institutional leadership. Driven by both the mindfulness of the instructors needs and backgrounds as well as their own role as programmatic leaders, Gordon and his colleague were very mindful of the desired outcomes when designing the syllabus. Gordon commented that the syllabus' "agenda, materials, and assignments" layout defined key scholarly topics and then specified activities and application. This design was not only meant to keep the participants engaged and focused but also served to showcase best practices for teaching L2 writing effectively to the trainees for them to later emulate in their own teaching. Specifically, the course layout was supposed to model the

process of how to choose relevant concepts for language development in the classroom and how those concepts should then be operationalized by the teacher. As Gordon said,

> we really wanted modeling to be a big influence on the design of it. So, we wanted to show, what does it mean to choose something as a priority in making it important as a concept in language development, and so that's why we divided it up this way. (Gordon, Interview 3)

Another interest aspect is that Gordon and his colleague built the training syllabus with a sense of collegiality and status or positionality in mind. For this reason, both opted for collaboration as a fundamental principle underpinning the course. Since they wanted to give instructors completing the course a sense of equal footing, it seems reasonable to assume that the trainees were more prone to accepting the resources and activities they encountered as useful and valuable, which would have made an important contribution to making the innovation Gordon and his colleague created productive across the local teaching community.

Although not immediately related to this collaboration, a final aspect that seemed interesting with regard to the productiveness and formalization of innovation at the institutional level is Gordon's reflection on his identity as leader. Since he received a lot of encouraging feedback from the instructors participating in his training, he felt that his teaching approach was validated. This, in turn, caused him to shift more into a leadership mindset, and it seems likely that he will take a leadership stance in collaborative spaces more readily in the future:

> The fact that it worked out—we had these ideas; we said these are the important things. We got really good feedback from the participants in the program. They said, too, that they thought they were really important, that these were valuable concepts, and that gave me a lot of confidence and made me feel more like, 'Yeah. You're good,' like, 'I do know

> what I'm doing when I'm doing these things in my own classroom. Those are things that students should be getting.' I felt a lot more confident, a lot more like this is where I'm supposed to be and that I work as a leader. Sort of, 'If I can make this work here in this case, then it makes sense to continue trying to do these kinds of things.' (Gordon, Interview 3)

Sunny shared the slides of a workshop for law faculty she gave with a colleague from her institution's law school. It was held during "workshop day on writing in the law school" (Sunny, Interview 3), which was attended by 20-25 law school faculty and where presentations on communication skills, including writing, were given. This collaboration was possible because Sunny's institution has a mentoring program which encourages "faculty who've been there for three years [to] mentor two or three new people" (Sunny, Interview 3), and Sunny served as a mentor for said colleague. Their workshop covered definitions and kinds of feedback, how instructor attitude impacts the process of giving feedback, what makes good feedback, which included examples of effective and ineffective feedback, as well as a sample rubric.

Although this collaboration was not an example related specifically to ESL students, the artifact still represents an important coincidence of professionalization and leadership mediated through collaboration. The collaboration leading to the workshop product, as well as conducting the workshop itself, allowed Sunny to professionalize by working with a department outside of her usual scope of experience with English and ESL. At the same time, she was able to share her expertise on writing for the benefit of faculty, and by extension students, in the law program.

An obvious factor which allowed the workshop to come into existence is an institutional culture which encourages cross-institutional mentorship relationships. In fact, the inter-

disciplinary mentoring program allowed Sunny and her colleague to explore ways to address a pedagogical deficit in the law school:

> a lot of professors, I shouldn't say most, but especially in law, they don't really study writing and what makes good writing, or I would say in general there's not as much training in how to give feedback on writing and things like that. So, [name of colleague] wanted to provide information about how to do it in the law school. So, we talked about like the types of classes they had and things like that. (Sunny, Interview 3)

In this sense, the workshop resulting from the collaboration modeled sound pedagogy and addressed the problem that a lot of professors "don't think of their role in the [writing] process" (Sunny, Interview 3), which created potential for student learning:

> when people think about feedback, they say, 'Oh, let me just, I'll comment on this. I'll comment on this.' But there's all these other factors, like 'why am I saying this? And what is the value? And what really should I be commenting on? And what does this student need to know? And how can I help this student?' So, here's the advice. You're trying to get them to learn. You're not just saying, 'Okay, this grammar is horrible.' … I've heard this in so many different people's research and conference presentations, that students who want to learn complain that, '"Good job" does not help me.' (Sunny, Interview 3)

As the previous quote indicates, another important characteristic of this collaboration allowing the innovation that the workshop constitutes to become productive beyond the dyad of Sunny and her colleague was Sunny's expert knowledge as an educator, including her awareness of issues related to teacher training. The presentation itself being about how to give feedback, especially meaningful formative feedback, Sunny and her colleague were working with an

audience that did not have expert knowledge or extensive training in writing. As a consequence, the two presenters had to make sure that contents were digestible and easily accessible. As Sunny put it, "it was kind of tailored so people, they could understand very simply why you give the feedback" (Sunny, Interview 3). Additionally, Sunny was able, due to her extensive background in teaching, to pinpoint salient topics for this audience and the workshop purpose:

> So, that was actually the whole focus of this, for me, was to create good comments, effective comments, recognition of the desired goal, evidence about the present position, and some understanding of a way to close the gap. … Probably all stuff you already know, but I think we all forget sometimes, too. (Sunny, Interview 3)

Through the institutional practice of cross-unit collaboration, Sunny and her colleague were also able to produce a training session together where both contributed individually according to their respective disciplinary expertise. While Sunny brought a broader writing pedagogy perspective to the table, her colleague provided input on ideas and concepts that she considered particularly relevant from a law person's perspective:

> I have the writing knowledge, and the theory, and the research, and things like that. So we talked about feedback in general, and then we found some research related to the law. … for example, slide 20 was the one that we mentioned was 'well-reasoned.' … And then 16 is also hers, obviously, because it's law. But we worked together to decide what would be relevant in the law school, and to sort of tailor it to the law school. And number 6, which is reflecting on your attitude, that was an important aspect for her. So, she definitely wanted to focus on that because she felt that there is an issue with that in the law school. (Sunny, Interview 3)

As has become clear, the collaboration was driven by Sunny's desire to take a leadership role and to support other instructors with relevant resources. It appears that in this context, personal commitment played a central role in the emergence and successful application of the collaboration between Sunny and her colleague. Understanding professionalization as a reflective process whose goal is to integrate one's own thinking and disposition into existing structures, Sunny embraced the collaboration as reflective practice while also making reflection the driving force of the workshop. As such, Sunny's commitment to continuously expand her frame of reference by making herself available and to networking across the university constitutes an important condition for cross-institutional innovation and growth to occur, as she indicated:

> So, as I may have mentioned that I want to try and get a communication center going. So, the more people I meet and the more contexts I'm familiar with, the better things will work, if people know me and know my background, and respect what I do and how I think, and I feel like for all of us in the university that it just makes sense to collaborate. (Sunny, Interview 3)

Her understanding of professionalization seems inherently intersectional, which may also have made it easier to assume this leadership role:

> of course [my colleague] then asked me to do this. So for me, that's professional development to go and work in different departments, and show what I know and what I can do. It was just good to meet people at the university and sort of expand who I knew and what they knew about what we do. (Sunny, Interview 3)

In conjunction with her own ambition, Sunny also cited the crucial variable of having "a lot of people excited" (Sunny, Interview 2) to make collaborations like the workshop a success. On a

personal level, Sunny illustrated this excitement through a feedback loop back to her as the expert. Such existing feedback cycles can allow the outcomes of collaboration to become at least somewhat integrated into existing institutional structures and practice, as Sunny mentioned that law faculty followed up after the workshop was concluded and asked more specific questions about, for instance, how to give feedback a more prominent role in the classroom, including "[e]xamples of feedback, designing assignments, how would you put the feedback into the process of that" (Sunny, Interview 3).

Personal commitment and excitement also must integrate firmly with institutional and administrative priorities, though. Sunny reasoned, "the big thing for the law school is passing the bar, and so they're all about these ratings. So, if they can improve student writing, that is important" (Sunny, Interview 3). While this extrinsic motivation or institutional priority has the potential to contribute to real institutional innovation and change if supported at large by faculty, Sunny lamented that the post-workshop conversations she had about further training did not lead to any concrete results. Despite interest from the person who had originally organized the workshop to continue the cross-institutional collaboration, the positive outcomes of Sunny's workshop were hence not further followed up on. The reason for this was that the law school was unwilling to pay for these professionalization opportunities, and Sunny concluded that most universities cannot or are unwilling to provide funding for such opportunities.

Titus shared a slide presentation about accents in Spanish that he created for a 300-level intermediate grammar and writing course. The presentation guides students, with considerable detail, through the rules of when to place accents on Spanish words. This artifact is, strictly speaking, not the product of a collaboration, which is unsurprising given the lack of collaboration among stakeholders, and instructors in particular, in Titus' department. Nonetheless, Titus'

artifact represents an interesting case of how professionalization in pursuit of student learning and better practices can amount to an oppositional practice which fills a leadership vacuum on the end of administrators in charge of directing faculty and their program at large.

The artifact emerged out of professional tensions and, more specifically, a perceived shortcoming in departmental instructor training and in the quality of available materials. As Titus explained, L1 and heritage speakers often lack the meta-linguistic knowledge to explicitly identify stress syllabi, despite their ability to stress words correctly. For language learners, the topic is difficult because the textbook asks them to indicate stress but assumes at the same time that these students can pronounce the respective words already. Additionally, the syllabus devotes only one session in the entire course to this very complex phenomenon. The curriculum itself does not follow what Titus calls a "horizontal articulation" (Titus, Interview 3), meaning that there is generally no attempt made by those in charge of courses to define a clear scope for each course, nor does the department use clear learning goals or outcomes instructors could use as guidance, which he attributes to the fact that professors in the department are not trained in language pedagogy:

> No one in our department has a background in pedagogy except for the professor in charge of the online classes, and she actually was not trained in pedagogy. She was trained in Spanish literature, which would explain why our online classes are so disastrous. But going back to the 300-level classes … there is no set structure for what the class is supposed to be. There is no standard syllabus that they give us. Literally, on our first meeting of the semester, they would give us old syllabi that other people had used, and be like, 'Here. Look at these, and then send me your syllabus.' (Titus, Interview 3)

As a consequence of this, instructors are often blindsided by what has or has not been taught in previous courses and which may not align or adequately prepare students for topics targeted in the course they are currently enrolled in.

Given that Titus had never taught this class before and that neither the textbook nor his department provided him with adequate support, his resilience and ingenuity in creating a whole set of pedagogical materials, of which the slides are a part, represents how his own professionalization has defied a lack of institutional support and leadership. Interestingly, Titus started thinking about this curricular aspect being a problem when he was complaining and exchanging experiences with other instructors about their courses. This is yet another instance representing how spaces where instructors can come together, even if not for the purposes of deliberate professionalization, are an important aspect of the enabling leadership function. The meetings Titus described do illustrate how innovation emerges when ideas and voices are brought together in such spaces:

> I mean, I feel like a lot of, as weird as it is, bitching and just like informally talking to the other instructors about the classes you're teaching, whether or not you're teaching the same class, even if it's supposed to be a social gathering where you meet them for drinks, we always end up talking about teaching, but it's funny because it's usually through that bitching that a lot of times we start exchanging ideas and stuff, because otherwise we wouldn't. (Titus, Interview 3)

4.5 Administrators' Views of Teacher Professionalization and Leadership

As institutionalized authorities, L2 writing administrators play a central role in building, or inhibiting, the infrastructure of teacher leadership. As such, to adequately understand the scope and meaning of instructor leadership, it is also important to take into account administrators'

1. views as to the respective duties, responsibilities, and role of teachers, administrators, and leaders
2. views of L2 writing teacher professionalization, and especially collaborative forms
3. views of teachers' role(s) in the administrative and decision-making processes, including institutional dynamics
4. educational and professional backgrounds

This section addresses the above aspects in two ways. First, I am synthesizing the online questionnaire data from program administrators from L2 writing contexts in the United States and Canada. This section also takes a closer look at Edith's and Elyas' administrators and uses their responses to contextualize the two case studies. Although there is a person directly responsible for overseeing Elyas, they were not available to interview, which is why I reached out the senior director of the writing program on the U.S. mainland.

4.5.1 Online Questionnaire Data

As a reminder, I distributed the online questionnaire to program administrators in the United States (N=16) and Canada (N=1) through professional listservs and social media. The questionnaire had rating scales for participants to indicate agreement and disagreement regarding the aspects above, as well as open-ended questions. For the open-ended questions, I looked for recurring themes, which I am discussing below to explain rating tendencies on the scale questions.

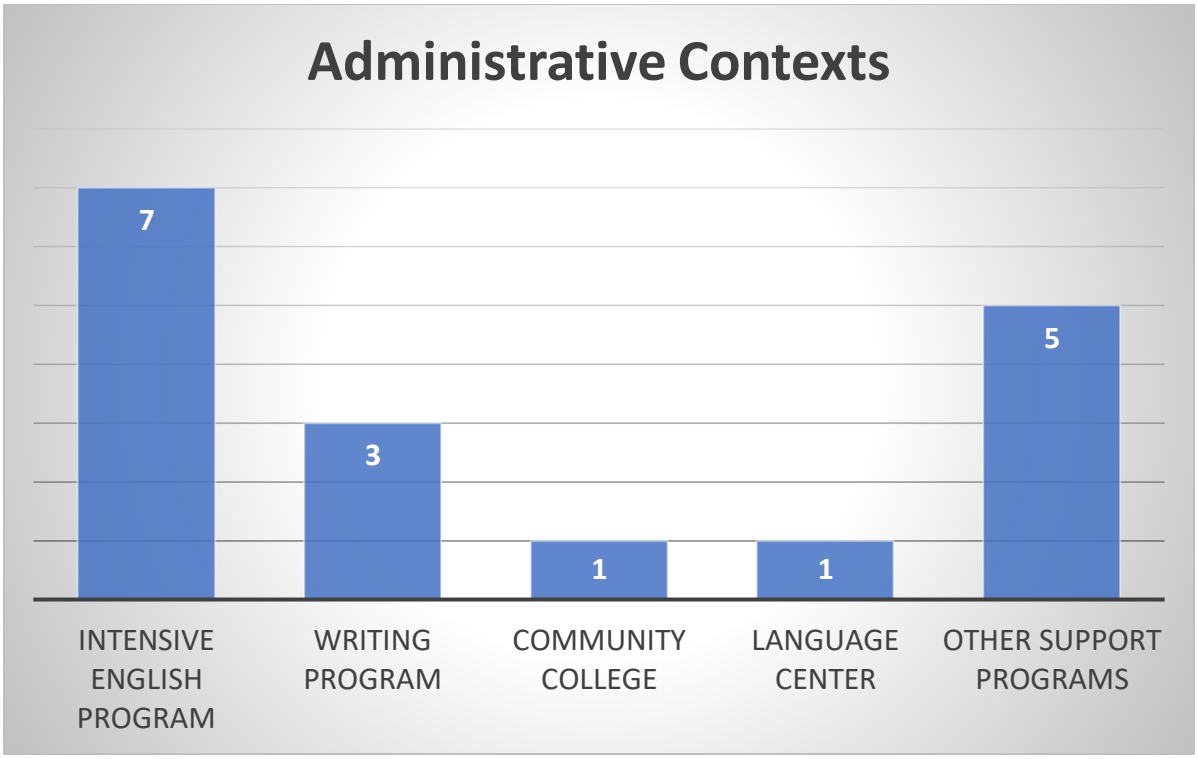

Figure 4.5.1: Administrative contexts of questionnaire respondents

The questionnaire had four major sections designed in such a way that it would reliably elicit administrators' notions about teacher leadership and its connection to teacher professionalization. I first asked the administrators to briefly describe their department or program and to indicate duties and responsibilities of teachers and administrators. The second major section gauged the respondents' views about teacher professionalization. The third section then focused on teachers as leaders. The final section asked about the administrators' own backgrounds and experiences in the field.

4.5.1.1 Teacher and Administrator Basics

When asked to describe the general roles and duties of administrators and teachers, the respondents mentioned aspects that seem quite traditional. Administrators are said to perform clerical work, such as scheduling, and direct and envision, for example by providing

programmatic oversight, delegating, and planning and overseeing curriculum. A major part of their work also includes, according to the participants, assessing, judging, and evaluating situations and facts, for instance as is required to make ethical decisions. Another duty was to inspire and support, for instance by listening or creating opportunities for instructor professionalization.

Instructors' duties and responsibilities were characterized mostly in terms of teaching and pedagogical decisions, including student assessment, lesson planning, and professionalization. Included in their list of duties and responsibilities was also student support, for instance in the form of advising or helping students grow. Given these responses, their job profile seems rather traditional and siloed, and only two out of the 17 questionnaires mentioned that teachers also participate in the administration or provide service.

4.5.1.2 Teacher Professionalization

When asked to give their input on teacher professionalization development, four major themes were covered. The administrators defined it in terms of a growth and improvement, which can be at a personal or institutional level and may address aspects like student learning. Another important theme was that professionalization contributes to instructor preparedness and helps teachers meet job expectations, such as fulfilling contractual requirements or staying current in the field. The respondents also defined teacher professionalization in terms of specific activities like reading relevant literature or participating in conferences. Finally, connections were mentioned, such as by conducting research or actively engage with colleagues.

On a positive note, the majority of administrators valued teachers' involvement in professionalization in their own context:

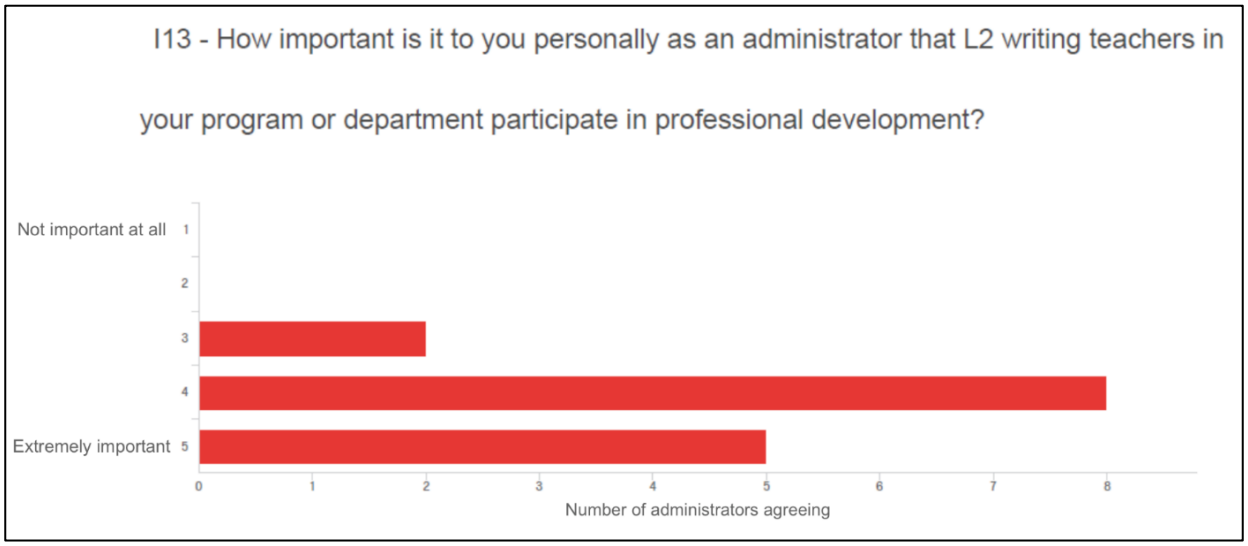

Figure 4.5.2: Importance of teacher participation in professionalization

Overall, though, the administrators thought that professionalization should receive more attention. While they indicated that the topic was well represented in the field at conferences and through journals, implementing professionalization successfully in specific contexts was considered a challenge. One complication that was mentioned was accessibility, meaning that opportunities for professionalization may be associated with cost and require resources. Another problem was that of transformability and applicability. Specifically, administrators mentioned that professionalization may not make an immediate impact at the institutional level and that there are different individual and institutional needs or priorities which cannot always be addressed satisfactorily:

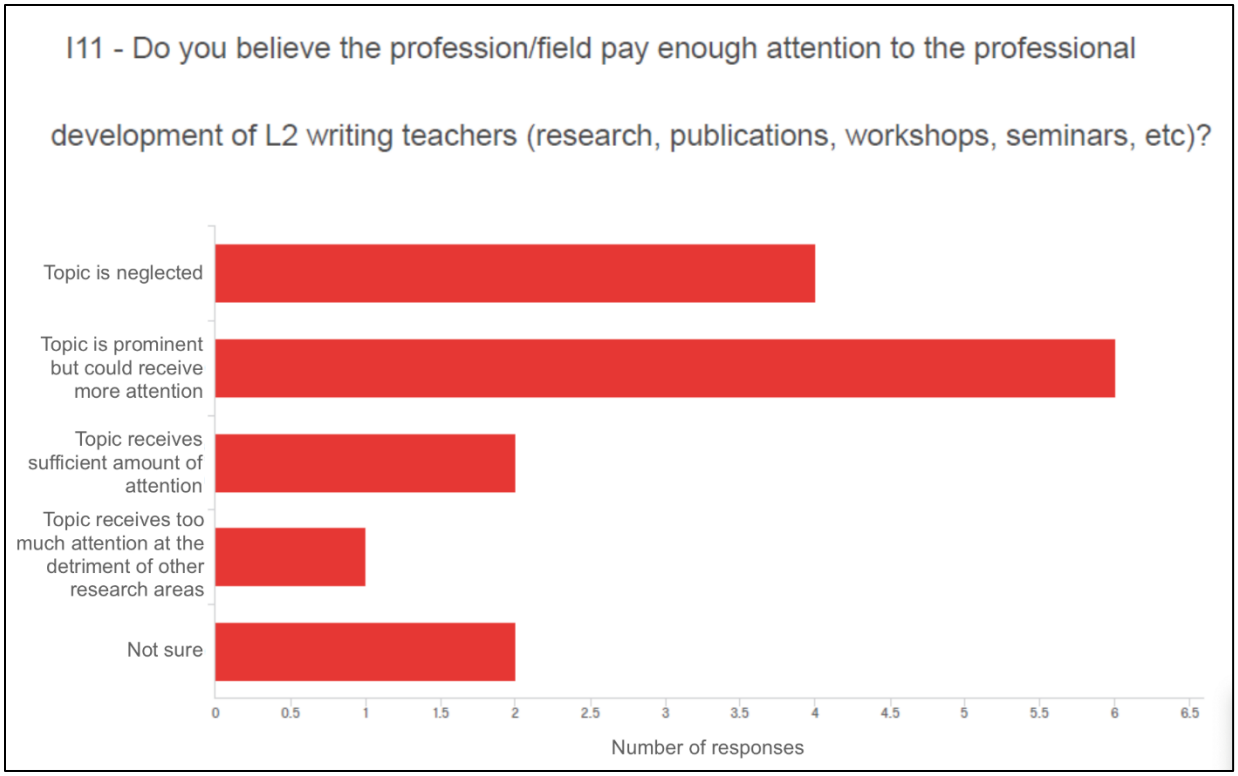

Figure 4.5.3: Importance of L2 teacher professionalization attributed by field

Overwhelmingly, collaborative professionalization was seen as an asset. The administrators not only mentioned that collaboration contributed to a positive work climate but also stimulated professional growth. For instance, they believed that it contributed to the acquisition of new knowledge or that collaboration helped to make improvements specific to local contexts. Additionally, it was suggested that collaboration was nothing extraordinary because teaching is a social process. It was also mentioned, however, that time or the ability to form meaningful collaborations are potential struggles.

4.5.1.3 Leadership

When asked to define leadership, the administrators predominantly mentioned aspects that seemed to align with the administrative duties they had indicated at the beginning of the

questionnaire. Most prominently, they mentioned providing a vision and direction, the latter including taking the initiative; encouraging, motivating, inspiring, and supporting others; critiquing and correcting the status quo; as well as leading by example. Another important aspect that was addressed was facilitating collaboration and the pursuit of a shared goal. Using adequate judgment and following ethics was also among the responses.

The following questions then explicitly intertwined instructors and leadership, and once the role of teachers in the leadership process had been put to the forefront through the questionnaire's framing, the administrators' description of teachers and their roles in a professional context shifted, resulting in the mention of leadership facets that were not very strongly articulated in the questionnaire section about teacher professionalization and collaboration. When seeing teachers through a leadership lens, the administrators highlighted, overwhelmingly, aspects that reflect collaboration and roles spanning different institutional roles and levels. Specifically, it was stated that instructors lead by accessing the administration, for instance when taking the role of department chair or serving on the faculty senate. Teaching was also characterized as a craft with collaboration as one of its central characteristics. The latter included things like training and supporting colleagues or providing mutual mentorship. Improving teaching and professionalization as also framed as being about leadership and include activities like curriculum design, developing materials and assessments, and serving in professional organizations. More broadly, the administrators also indicated that teachers lead through advocacy and by being an example and inspiring others.

Administrators believed teachers to perceive themselves as leaders in those contexts where collaborative structures were in place and where boundary crossing, for instance in the form of access to the administration, were possible. Other characteristics of these contexts

included teacher autonomy, flexibility, and high levels of motivation. Where instructors were believed to not see themselves as leaders, administrators mentioned top-down hierarchies, or they said that teachers were not encouraged to lead or were content with the status quo. Those administrators who said "maybe" mentioned that instructors' self-perception as leaders depended on their personalities. It was also noted that teachers may not believe they have the expertise or confidence to lead, or they may not see themselves as occupying an appropriate professional position. External circumstances like a program in transition were also included in the responses.

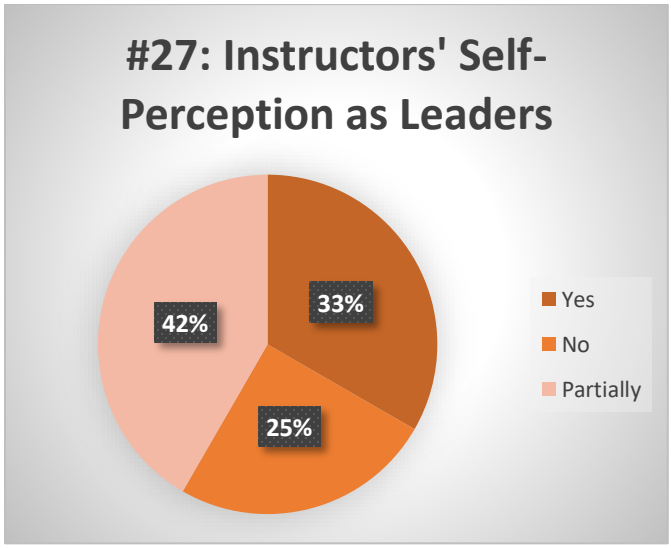

Figure 4.5.4: Administrator-reported self-perception of instructors as leaders

As is evident, some of these responses above about the ways in which teachers lead are closely aligned with the belief that teacher professionalization can make an important contribution to achieving a program's mission and providing valuable input for future directions:

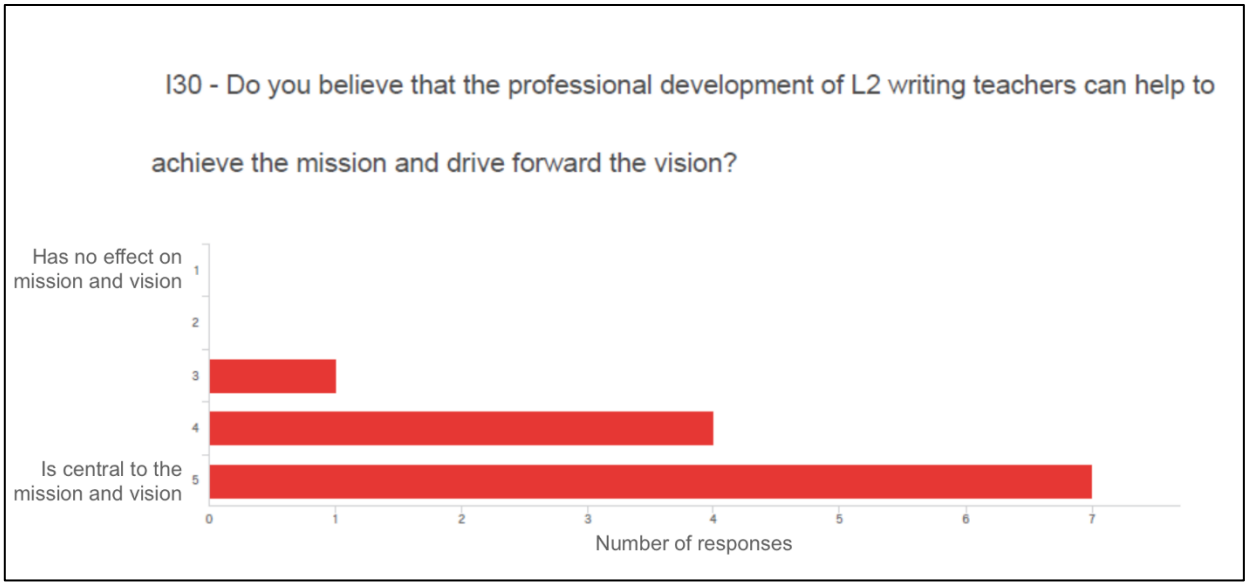

Figure 4.5.5: Relationship between teacher professionalization, mission, and vision

The ways in which professionalization contributes to the mission was described by the administrators in three major ways. Through professionalization, instructors help to implement the mission, for instance by following policies or implementing curriculum. Collaboration also contributes to the mission if it happens in response to new challenges. It can also create new ideas and provide input. The last way in which professionalization contributes to mission and vision is by instructors modeling academic behavior to others.

In the subsequent questions, the survey zoomed in more specifically on the relationship between teaching and administration. Administrators unanimously believed that teaching and administration cannot be separated. The understanding of the relationship between the two was mostly bidirectional: While administrators need to be in touch with the classroom and instructors, teachers have to understand administrative concerns as they relate to policy or the implementation of the mission. When asked if and how teaching and administration were in sync in their own context, the overwhelming majority responded positively. Collaborations, such as in the form of meetings and committees, regular check-ins, feedback sessions on issues like policy,

and instructor participation in curriculum design, were highlighted as important measures to get both administration and teaching in sync. Administrators teaching courses as well as transparency and open communication were also raised as important in this regard.

When asked specifically about instructors' access to the administration in their own context, however, fewer administrators responded affirmingly compared to the open-ended question regarding teaching and administration being in sync. While the responses were still leaning heavily toward instructor involvement in the administration, asking specifically about teacher involvement seems to deviate in the negative sense from the rather positive, espoused ideals that the administrators have displayed before. One way to explain the shift would assume that the aspects which administrators believe to get teaching and administration in sync are not immediately related to administrative and decision-making processes. However, when asked how to elaborate on their rating of teacher involvement in these areas, the respondents mentioned more or less the same items as they did when describing the synergies between teaching and administration. They, again, named collaborations like meetings and committees, check-ins, feedback loops, and participation in curriculum design and choosing materials, textbooks, and assessments. Administrators teaching, transparency, and open communication were highlighted again, too. A possible reason for the skew to the "not involved" pole could be faculty status, since it was brought up twice that full-time faculty are typically more involved whereas adjunct instructors are not as available.

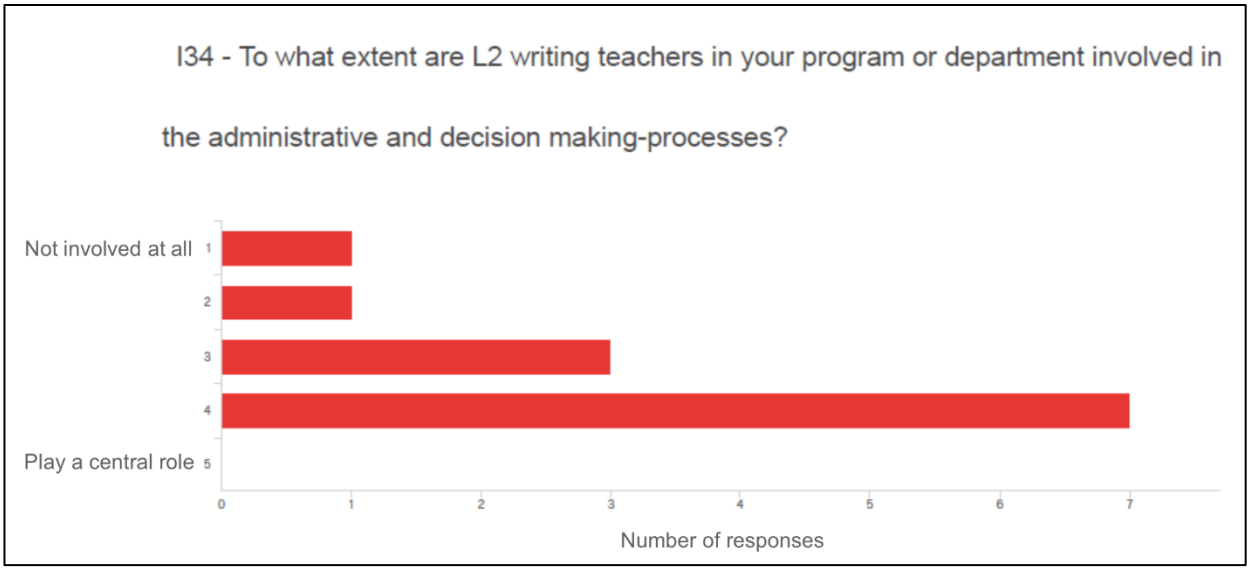

Figure 4.5.6: Instructor involvement in local administrative and decision-making processes

Good interpersonal relationships are important for the functioning of an institutional context and may be a particularly telling factor when it comes to instructors' involvement in the leadership. I therefore asked the administrators to rate the quality of relationships in their setting. While most reported on a positive work climate, three administrators were more pessimistic, citing a clear divide between admin and faculty, represented in, for instance, lack of communication or resistance to change. Positive work environments were described as safe spaces where administrators are open to criticism and suggestions, where collaboration and administrators wearing multiple hats are common. Smaller programs also seemed to have better relations than larger ones.

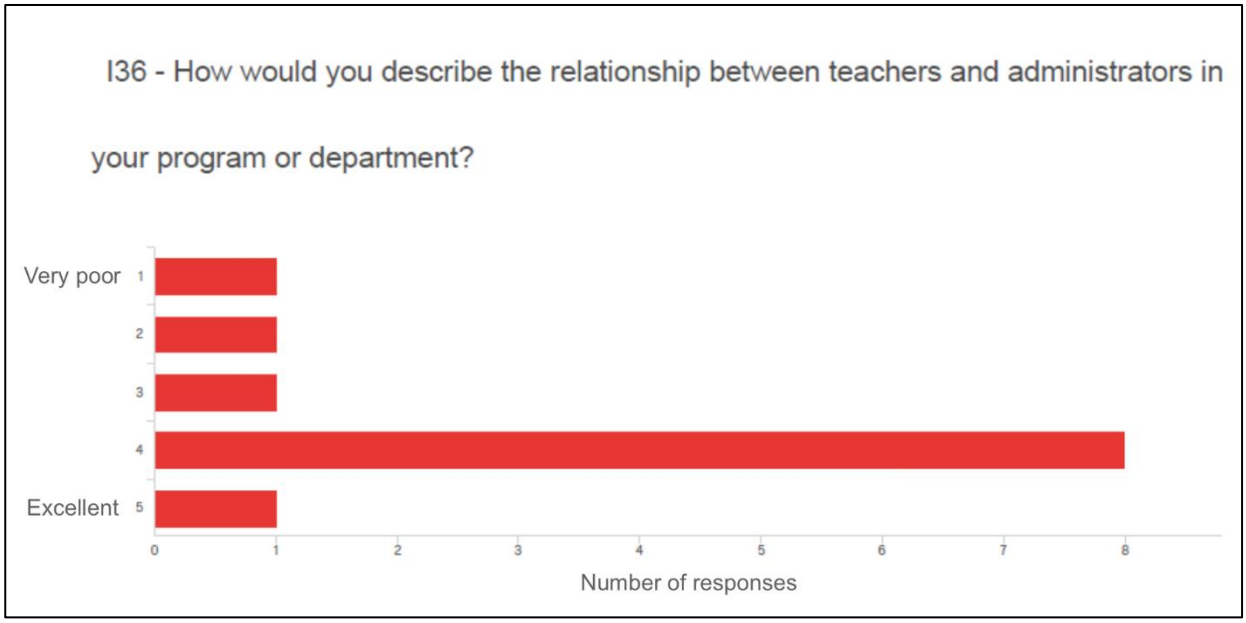

Figure 4.5.7: Relationship between teachers and administrators in department

Overall, the administrators completing the survey seemed overwhelmingly committed to teacher professionalization and leadership, although their initial responses about professional roles seemed quite traditional and did not link teacher professionalization and institutional growth with the term leadership right away. If not asked specifically to comment on its relations with teacher leadership, professionalization, in the forefront of administrators' minds, seemed contained to the classroom and to serve a unidirectional purpose, meaning that it prepares instructors to do their jobs in the classroom and not so much to link different levels and processes in a context. Another important finding is that the espoused ideals of administrators do not always align with the reality of how instructors are involved in the administration and decision-making processes. On a positive note, though, all administrators had teaching experience, which has helped them articulate the role of and support teacher leadership.

4.5.2 Case Study Administrators

4.5.2.1 Elyas' Administrator: Cynthia

Cynthia is the senior directors of her writing program. She described the role and makeup of the program as complex, as it offers first-year writing, upper-level advanced writing, and ESL composition, and is also involved in a campus-wide writing-across-the-curriculum initiative. Cynthia also mentioned that the program offers writing courses at the university's growing network of satellite campuses abroad.

Throughout the interview, Cynthia's responses confirmed Elyas' general description of the institutional setup and the dynamics which impact leadership on his satellite campus, which makes his recount of teacher professionalization and leadership in his local context fairly valid and reliable. Stating that "I don't have all the details" (Cynthia, Administrator Interview), Cynthia described a certain insularity of both the satellite and main campus operations due to a lack of crossover between both settings. She characterized the situation as a "weird administrative oversight in that instance" (Cynthia, Administrator Interview) because the main campus hires the instructors for the satellite location and oversees the curriculum in terms of the general learning outcomes. Cynthia did state, however, that "the instructors [at the satellite location] … I think were left with a lot of lenience on how they met those [outcomes]" (Cynthia, Administrator Interview). She also painted an accurate picture of the collaborative work between the instructors and Elyas, who receives additional pay to supervise local faculty and to coordinate the daily operations so as to meet the mandated outcomes.

Another interesting point that Cynthia mentioned which also seems to align with Elyas' description is that due to the smaller local community at the satellite campus, instructors are more involved administratively compared to the main campus, but she also reiterated, "Exactly

who and what, I don't know. But it makes logical sense because they're there as part of that team" (Cynthia, Administrator Interview). Finally, Cynthia also addressed the issue of faculty retainment and the rapid turnover Elyas had lamented, but she admitted to not knowing why instructors leave and hypothesized it could be due to a feeling of isolation at the satellite location. Based on Elyas' description of his context, Cynthia seemed incorrect about one aspect, though, which is her assumption that the law program is taking more administrative influence because they are present at the satellite campus location.

Although Cynthia and her immediate work environment are geographically disconnected from the satellite campus, it still seems useful to describe her views about teacher professionalization and leadership as one of the directors of her program, as this provides the larger frame of oversight for the satellite campus' operations.

Discussing professional roles, Cynthia said that one of an instructor's main responsibilities is to have knowledge of course goals and outcomes, as well as the "the guidelines, policies, and values as outlined by the institution they're at" so they can "work within … the norms … and the expectations of that institution" (Cynthia, Administrator Interview). She described the second main duty as accommodating students and supporting their development. As for administrators, Cynthia posited that one of their main responsibilities is "helping support [instructors] in doing the work of knowing what it is they're supposed to teach and supporting them in the act of doing the teaching and assessing" (Cynthia, Administrator Interview). She also mentioned clerical work like hiring and scheduling courses. Overall, Cynthia showed an understanding of administration and leadership as somewhat vertically hierarchical, which I will discuss further below. Interestingly, she established, at the same time, a "distinction between

administrators and administrative work" which gives room for instructors to participate meaningfully in the administrative and decision-making processes:

> I think administrative work can be done by people in the program who are not technically administrators. Within an academic unit, if administrative work is curriculum revision or assessment, teaching materials, course planning, all that stuff, absolutely, people can do administrative labor. (Cynthia, Administrator Interview)

In a similar vein, Cynthia claimed that peer mentorship among instructors can be administrative work also, saying, "You're supporting one another as teachers, and that is part of our responsibility in administrative work" (Cynthia, Administrator Interview). An important difference she pinpointed is that while action can be administrative regardless of actor, administrators are usually held accountable through their job description or official role. Such official roles or the hierarchies along which they are organized also allow instructors to deliberately step away from leadership.

Having tapped already into the role of teacher professionalization when discussing administrative action, Cynthia characterized L2 writing teacher professionalization as highly relevant because "writing studies historically [has shown a] heavy bias towards a single linguistic norm. … I think historically in writing studies, there was still that emphasis on language level, language instruction. This was very biased towards a white American" (Cynthia, Administrator Interview). As such, the existence of L2 writing teacher professionalization itself shows that the field "embrace[s] linguistic diversity and difference" (Cynthia, Administrator Interview). In her role as senior director of the writing program, she has also requested support for teacher professionalization from the upper administration.

Cynthia mentioned that teacher professionalization is highly important on the main campus, there being a mix of required and voluntary options for professionalization, including training requirements at main campus for instructors who want to teach L2 writing classes, as well as optional collaboratives, reading groups, and learning communities centered around a particular topic or interest. Regarding the requirements for training at the satellite campus, Cynthia did not know any specifics but made a guess that "it's not being attended to nearly enough" (Cynthia, Administrator Interview).

As the last paragraph indicates, Cynthia fully embraced collaborative forms of professionalization, saying, "Collaborative by far is the better professional development mechanism" (Cynthia, Administrator Interview). In collaborative spaces, prior experiences can be harmonized and made into valuable learning and growth by means of discussion, disagreement, and consensus:

> people's prior experiences inform their interpretation of whatever it is they're learning and whether it's they read something or someone tells them something. Therefore, if you get people in a room who have different prior experiences, it means they're going to interpret that thing differently, and then they can talk about and try to learn from one another. (Cynthia, Administrator Interview)

As I have indicated above, Cynthia is not certain about the role of collaboration at the satellite campus but stated that she had heard from the L2 writing director that Elyas is supposed to "coordinate the folks who are on the ground with collaborative curriculum or at least collectively supporting one another" (Cynthia, Administrator Interview).

All in all, the existing requirements and importance of teacher professionalization are consistent with Cynthia's own values. She said that "professional growth has been a part of my

professional career even what I do as a scholar" (Cynthia, Administrator Interview). The close alignment of values and practice are also reflected in a terminological distinction she made. Problematizing "professional development" because it "potentially implies both that there's deficit and you somehow have to catch up to do your job better," Cynthia favors the term "professional growth" describing "a commitment to continuous improvement in whatever it is you do professionally" (Cynthia, Administrator Interview).

Based on Cynthia's recount, the writing instructors at the main campus also highly value and embrace these various opportunities. In fact, according to Cynthia, the institutional setup forces more professional versatility and greater crossover between disciplinary affiliations among the instructors because first-year writing, advanced composition, and ESL courses are all housed in the same department, as she explained:

> It's actually rare to have everything sucked under in the way we do here. But what that means is for here, for our folks, for our faculty, not our GTA population, our faculty population, they're better served by being generalists. They're more useful to me as a director if I can plug them into almost anything. (Cynthia, Administrator Interview)

Regarding leadership, Cynthia observed that leading is usually a group activity and that being a leader constitutes a role that is flexible, may be temporary, and does not depend on official titles:

> Leadership is not dependent upon position. Leadership is stepping forward, rallying the group to move towards whatever the goal is. An administrator is not necessarily a leader, right? You can have a leader who is just one of the folks. (Cynthia, Administrator Interview)

Consequently, any member of the local community can exercise leadership, even through seemingly small acts like helping out with clerical duties like scheduling or sending out emails.

Cynthia also described leadership as the act of making choices based on needs. No matter the specific activity, leading means keeping others in mind. As leaders are "doing those leaderly things in a way that actually accounts for the individual [team] members," they are "taking the responsibility to do whatever needs to be done" while "also trying to be aware of the context in which they're working, so they're working more effectively … with those people to do what needs to be done" (Cynthia, Administrator Interview).

Cynthia's leadership philosophy aligns with the participatory framework in place at the main campus. To a certain extent, it also explains her not knowing all the details about the satellite campus. As Cynthia claimed, the administrative role, at some point, requires one to delegate and share responsibility, which may in turn lead to a selective exchange of information and involvement:

> the higher you move up a positional chain and you become responsible for things, at some point you reach a tipping point where you can't possibly remember it all, you can't possibly know it all. … What then that means is having to trust that the folks who were in other positions are able to do what requires being done. … I can't possibly know everything that's going on with micro-campus stuff, and [my co-director will] be like, 'I need you to come to this,' or 'I need you to understand that this is going on.' (Cynthia, Administrator Interview)

Regarding the role of instructors as leaders, Cynthia's recount was similar to her ideas expressed about administration. As she mentioned, teachers lead in various ways, such as through peer mentoring, supporting others in planning teaching by providing input, or discussing teaching-related issues. L2 writing instructors on the main campus also serve in administrative professional development positions. Graduate students in particular, she said, embrace this kind

of involvement not only as a measure to build community but also as career preparation. This kind of involvement is possible because the administration and formal leaders are dedicated to making space for others to lead.

Some of the above examples illustrate Cynthia's belief that activities like initiating support and ongoing professionalization represent small-scale leadership: "I'm suggesting that [leadership is] a lot of small things. A lot of people want to look at leadership as being these big things" (Cynthia, Administrator Interview). While acknowledging that professional growth is central to teacher leadership, Cynthia made a terminological distinction here, claiming that *professional development for leadership* describes the practice of leaders planning or offering growth opportunities in alignment with developments or needs present in institutional context. An example of professional development for leadership may be the administrator providing training in how to grade papers more efficiently. In this case, it can be either the administrator or instructors pointing to a problem or issue that needs resolving, but the extent of leadership action depends on the status of the person driving the action.

What Cynthia describes as *professional growth for leadership* seems more aligned with the small-scale action mentioned above and is broader in scope that "we should always be continuously improving. Now, that is probably one of the few things a leader can do without others, but it's not modeling if there aren't others to watch you" (Cynthia, Administrator Interview). Cynthia makes a clear point here about the importance of continued learning as a leadership function enacted by instructors.

As part of a poly-centric, shared leadership framework, instructors may also engage in leadership as an oppositional practice that is needs and situation-oriented. Cynthia explained,

> Now, granted, we may disagree with what needs to be done. That happens. Literally, you can have leaders within organizations who are doing what needs to be done because they disagree with the administrative or the managerial or the boss's leadership philosophies and ideas of what needs to be done. (Cynthia, Administrator Interview)

As instructors provide mutual support to each other in light of such institutional or administrative shortcomings, they perform "classic instructor collaborative leadership" (Cynthia, Administrator Interview).

The final point Cynthia addressed was the connection between administration and leadership. As Cynthia claimed, leadership is a function which can be realized as administrative tasks, and so it is not automatic that an administrator is also a leader. In fact, for administration to be leadership, both areas are, ideally, intertwined in such a way that institutional practice, decisions, and support or actions are informed by "feedback loops" (Cynthia, Administrator Interview). In Cynthia's context, these loops are driven by data such as lecturer APRs or graduate instructor portfolios. She highlighted the importance of this evidence-based approach by saying that "understanding the instructional needs of students, understanding the instructional preferences and styles and processes of your faculty should inform what you do as an administrator" (Cynthia, Administrator Interview).

Despite the overall positive picture regarding synergies between stakeholders, the satellite campus is currently excluded from those feedback loops, which may be one of the reasons why L2 writing at the satellite campus is less firmly integrated with the writing program on the main campus. However, Cynthia mentioned that the program is in the process of changing this situation.

To conclude the interview, I asked Cynthia to what extent her own background had influenced her answers. She responded that her own extensive teaching experience makes her realize that instructor roles are broad and multi-faceted. Against this background, it seems little surprising that she values and embraces flat hierarchies, participation in decision-making processes, and teacher professionalization, particularly in support of institutional leadership. Her background and responses are important to see also in light of the highly complex situation with the satellite campus. Her awareness of teacher involvement, collaboration, and evidence-based best practices gives hope that in her role as administrator and formal leader, she will continue working toward closing the gap between Elyas' context and the main campus.

4.5.2.2 Edith's Administrator: Jane

For the sake of space, I will not discuss Jane's interview in as much detail and will content myself with the passages that confirm Edith's responses.

Jane described herself as the director of a writing program serving the entire campus community. Regarding the roles and duties of administrators and teachers, Jane projected a very intersectional understanding of the two groups, saying,

> in higher ed, in an ideal world, the administrators have been teachers or are teachers. Not always the case … but a lot of times the people who end up directing a program, a unit, a college, whatever it is, a center, have been teaching classes in that area for some time and have some expertise in that. (Jane, Administrator Interview)

In this instance, Jane seemed to indicate awareness of the sometimes-problematic role of instructors as leaders, particularly in an administrative capacity, in her program. She also felt that administrators in her context were wedged in a "weird kind of middle management position"

because she has to face “inward facing” duties like taking care of teachers but also had an “outward facing” (Jane, Administrator Interview) role, which mostly pertains to communicating with outside stakeholders to position the program well and to make a case for what it does.

Jane’s idea about teacher professionalization is “being a reflective teacher and learning about your practice and being open to trying new things” (Jane, Administrator Interview). She reported always having encouraged this practice in the writing instructors in the program. When it comes to the role of L2 writing preparation, Jane lamented its rather tangential role in professional circles. While she and colleagues have been advocating for it for years, de facto training often comes down to “a one- or two-hour workshop during teacher preparation, if even” (Jane, Administrator Interview). In her own program, however, relevant training is becoming more commonplace for all instructors, including a sabbatical-style leave for teaching professors to conduct a project and professional development positions for graduate students.

She also said that those “who do identify with L2 writing” (Jane, Administrator Interview) are doing substantial professionalization work already. The program recently instituted learning circles for instructors, including graduate teachers. For those instructors who want to teach L2 writing but do not have substantial experience, there is also a newly introduced training requirement. Those teaching the introductory course for ESL students must participate in a weekly meeting.

When Jane explained that that at the program level overall, though, L2 writing training still remains insufficient, she seemed to confirm Edith’s notion of professionalization as little effective or lip service. Jane attributed the problematic situation to the different disciplinary areas within the program which are creating intellectual silos—another points that underscores Edith’s remarks on the fault lines within the program.

When asked to characterize the attitude of instructors toward professionalization, Jane described it as “somewhat resistant” (Jane, Administrator Interview) and more so among graduate students than lecturers and teaching professors. She mentioned that encouragement or requiring to professionalize is sometimes seen by those resisting as questioning an instructor’s ability to do their job, which rejects Jane’s tacit assumption that instructors embrace the nature of teaching as an ongoing process of learning. Another reason she highlighted is that some instructors may be teaching writing, although this field has no inherent connection to their academic work or interests.

When talking about leadership, Jane expressed the view that collaboration, particularly in administrative work, “helps us make better decisions” (Jane, Administrator Interview). Although Jane agreed that teachers should be leaders, for instance as they are “advocating for change” (Jane, Administrator Interview), she seemed to express a rather positive view of instructor involvement, which somewhat deviates from Edith’s critique that the program does not have a consistent way of accessing instructor expertise for leadership purposes.

Regarding the relationships in the program, Jane stated, “My loyalties are to the program and to the teachers in the program. The teachers don't always perceive it that way” (Jane, Administrator Interview). This is a strong indicator that Jane has a realistic view of some of the interpersonal problems which exist in her context. This statement also supports Edith’s characterization of the program as not always harmonious and siloed.

These excerpts from the interview with Jane seem sufficient to conclude that Edith provided a mostly accurate description of her program and the dynamics and relationships which underpin teacher professionalization and leadership.

5 Discussion, Implications, and Conclusion

5.1 Discussion and Implications

As I conclude this dissertation, I circle back to one of the major premises stated in the beginning of this monograph, namely that this research project was supposed to help me develop as an administrator and leader of higher education and language programs by informing my views about teacher leadership. I set out with the idea that L2 instructors should always play a central role in the leadership and decision-making processes in their departments, programs, or units. To that end, I made the case that teacher professionalization and leadership should not be two distinct activities or concepts, but that professionalization and leadership should always coincide as *professionalizing leadership.*

In that sense, my very own thinking about instructors as leaders when entering this project was based on the premise that any process which helps instructors to get better at what they do and which provides teachers with opportunities for continued learning constitutes a central leadership function. Having mapped this rationale and the major tenets of collaboration for professionalization purposes onto ecological and complex systems frameworks, as well as complexity leadership theory, I use this final chapter as an opportunity to reflect on my findings and what they tell me about the possibilities and limitations of instructor leadership in different L2 writing contexts.

First of all, I was pleased to see that my participants' views of teacher professionalization, collaboration, and leadership seemed to align well and overlap in many areas. Aspects like working toward a shared goal, supporting students and helping them learn, reflecting on institutional practices and participating in the existing structures, or building community were central themes in both Interview 1 and Interview 2. This gives me reason to

believe that by engaging in professionalization with peers and other higher education stakeholders, L2 writing instructors engage in important leadership practices in support of achieving the mission and contributing to the vision of their unit.

I was also pleased to see that all instructors exhibited highly synergetic views of the relationship between teaching, administration, and leading. This suggests to me that the instructors who participated in this research are willing *and* have the ability to cross professional boundaries into different roles and new spaces so as to take responsibility and make meaningful contributions to their students' learning, local teaching community, and institutional best practices. Edith's remark about the inability of her program to involve instructors in the administrative and leadership processes, however, shows that universities must intentionally build institutional cultures which foster these kinds of cross-over between activities and roles that the participants articulated.

Regarding professionalization-leadership links, I was surprised to learn that Edith thought simply professionalizing for better teaching is not leadership and that professionalization in support of mission and vision only constitutes leadership if it is a peer-oriented, collaborative process. While this was an unexpected finding, I see where Edith is coming from. By virtue of being a teacher, instructors are the authority in the classroom and, therefore, lead their students even if it is not in the direction that their department or program has decided on. In this context, Elyas also surprised me when saying the exact opposite, namely that an instructor-student relationship is per se not about leadership due to the inherent nature of the relation between the two stakeholders. It must be noted at this point that Edith and Elyas did not report on radically different leadership practices, though, and so an implication here may be that to foster teacher

leadership, it may not always be helpful to focus too closely on the technicalities. Instead, teacher leadership should revolve around instructors' shared goals.

Focusing on the descriptions of the collaborations in Chapter 4.3, it was encouraging to see that so many of the instructors reported on positive, leadership-related outcomes of their involvement in a collaborative, such as building their disciplinary knowledge about L2 writing or using their insights from the collaborations to improve pedagogical practices. What seemed particularly interesting in this chapter, however, was that a lot of the leadership-related outcomes the instructors reported on appeared to be 'stuck' at the level of *leadership potential*. For instance, learning about the shortcomings in one's context is certainly useful, but for L2 students to learn and progress, these insights must be put into practice. While the teaching artifacts discussed in Chapter 4.4 seemed more promising in this regard, it should not be overlooked that these examples also showed instances of where leadership-related outcomes may not be developed or pursued further, the consequence being that the potential to exhibit leadership through collaboration dissipates eventually. To prevent this, collaborations should be organized in such a way that participants can immediately apply what they have learned, which was identified as one of the felicity conditions for successful collaborations in Chapter 4.3.

An interesting point to explore here is that according to Larsen-Freeman and Cameron (2008), it is not possible to manage complex systems in a linear fashion because "cause-effect patterns and generalizable findings [do] not fit a complexity theory perspective" (p. 7). In fact, the analysis of the individual collaborations that the instructors shared with me in Chapter 4.3 highlights that there is no recipe for a collaboration to be successful. As the data analysis showed, incentives and goals for collaborating are highly variable and seemed idiosyncratic at times. At the same time, it appears promising that most of the collaboratives were successful and

that these collaborations shared a common set of processes, participant roles, and felicity conditions. Thus, it is certainly an oversimplified view to assume that the outcomes of collaborations can be planned and predicted, but the analysis of the collaboratives in Chapter 4.3 indicates that we can at least attempt to create the right conditions surrounding the collaboration.

Another point I would like to make here is that instructors should also be trained in tracing their thoughts and actions in these collaborative settings more so they can see if and when a collaboration comes to fruition or goes sour. If teachers have this awareness, it is likely that they can actively mitigate these processes and help to bring about positive outcomes. Larson-Freeman and Cameron (2008) highlight a facet of complexity theory which supports this claim, namely that while individual intentionality cannot be understood as a causal variable influencing change, it is still a component contributing to system processes and change.

Moving on the teacher collaborations represented by the instructors' teaching artifacts (Chapter 4.4), the claim I made above about creating favorable conditions for professionalization to become leadership which is productive institutionally seems not too unrealistic. When looking at these teaching artifacts, they can all be interpreted confidently as leadership behavior. The thorough review of the artifacts, in fact, suggests that the innovation, creativity, and adaptive change behavior which is borne out of collaborative spaces has the potential to benefit the larger teaching community, and maybe even instructors beyond the local context, if all or some of the following catalyzing conditions are met:

- Collaborators approach professionalization with personal commitment and dedication to lead.
- Collaborators exhibit care for students, better learning, and improved institutional practices.

- Collaborators extend mutual respect to one another and appreciate each other's expertise. They activate their pedagogical knowledge, experiences, and backgrounds when designing opportunities for professionalization.
- Collaborators align themselves and their actions with the field and professional community when designing professionalization.
- Collaborators show awareness and respect regarding the needs, contextual variables, and expertise of colleagues outside of the immediate collaborative setting for whom the professionalization is being designed.
- Collaborators are flexible and show resilience.
- The collaboration is designed purposefully with a particular goal or objective in mind upon which the professionalization can be enacted.
- The collaboration is embedded in an institutional culture which enables open communication, boundary crossing, and the delegation of responsibility to instructors. It provides adequate material resources as well as appropriate amounts of instructor freedom and autonomy.

As I reflect on these somewhat predictable-seeming facets of collaborations, I will admit that I generally overestimated the power of the collaborative space. Despite the positive notion of common undergirding principles which can make collaboratives successful and allow them to constitute leadership behavior, I did not anticipate the negative outcomes that especially Edith reported on when discussing collaboration. My assumption before conducting the research must have been that bringing instructors together in a messy, collaborative space where different perspectives, backgrounds, and needs and priorities meet will lead to grand-scale innovation. As my data has shown, this is not the case. I actually fell victim to the idea that simply adding or

increasing diversity will yield positive outcomes in a complex system—a fallacy Murray (2017) has described as commonplace when it comes to how people attempt to manage complexity. Consequently, when programs, departments, and institutions design collaborative professionalization (and hope that the outcomes will translate into leadership), they cannot simply throw people in in hopes that teachers will learn or that innovation will occur.

Speaking of misconceptions, I also realize at the end of this project that I assumed a relationship too linear when thinking about how collaboration leads to innovation. Initially I thought that administrative developments, L2 writing-related challenges, personal wonderings, or tensions would force instructors into collaborative spaces. My assumption was that they would then engage in professionalization and, through the collaborative space, alleviate these tensions, ideally by dissolving the discrepancies between administration and classroom which have caused the disequilibrium to begin with. Based on my findings, this view is highly oversimplified.

Although a linear relationship may exist between incentive, collaboration, and outcome (such as when Gordon went to a conference presentation because of a wondering and then ended up creating curricular change in his IEP), often entering the collaboration itself may trigger a tension or cognitive or system-based disequilibrium that is then resolved through the collaborative action, which may be an accidental outcome. Sometimes, such tensions may remain unresolved, or they may continue to be addressed in a productive manner in a chain of collaborations, as was illustrated by Carol's story about her book club. The point I am trying to make here is that program administrators and leaders should not use collaboration in such a way that they hope moving a problem into a collaborative space will lead to a clear outcome. Another thing to notice here is that innovation, creativity, and adaptive change behavior, or the potential

for all three, may present itself unexpectedly in a collaborative setting, and so instructors and administrators alike should be trained in recognizing such potential.

Picking up a final finding related to the collaborations, I would also like to take a moment to reflect on the incentives which bring instructors into a collaborative space. It was my hope that by asking teachers why they engage in collaboration for professionalization, I would learn something valuable about common challenges associated with L2 writing. Based on this dataset, however, the individual reasons that the instructors gave seem too idiosyncratic to draw any conclusions. What did become clear, however, was that all the underlying, specifically L2 writing-related reasons for wanting to professionalize stemmed from the particular contextual variables and student populations the teachers were working with. Hence, while it is not possible at this point to state what exactly makes L2 writing challenging or what 4-5 things are that all L2 writing instructors should be trained in to be proficient in their jobs, the takeaway here must be that the reasons why instructors professionalize should always be informed by local, situational, and contextual needs. In this manner, institutions can adequately support L2 writers in their achievement of academic and professional goals.

Circling back to leadership one last time, I would like to conclude the discussion and implications section by reflecting briefly on how leadership roles, contexts, identity constructions, and synergies in the institutional ecology are related. When choosing the participants, I was excited, particularly, about Carol and Gordon because I thought that their profiles illustrated perfectly how I thought instructors should lead through professionalization by wearing different hats and being involved in the institution in different areas such as through committee work or administrative duties. The data has, in fact, shown that in such contexts where system components are neatly aligned and in sync, there are potent synergies which can

effectively drive innovation and best practices in response to student needs and contextual challenges.

Edith and Elyas present two interesting cases when their profiles are compared against this argument. In both their contexts, there is more insularity among groups and fragmentation in the institutional setup. Edith's program is very large, and there isn't a clear common programmatic goal, and Elyas thinks the satellite campus is disconnected from the main campus. What is more, both do not quite identify as L2 writing professionals and appear to have a rather instrumental relationship with their jobs. In these cases, however, innovation and teacher leadership still happened, but it seemed harder to innovate beyond a relatively narrow set of institutional parameters in Elyas' case. Looking once more at Edith, there was a more serious bifurcation in the innovation, meaning people or smaller groups in her program are working toward their own pedagogical goals. Despite these hurdles, both instructors embrace collaboration as a part of the institutional culture, and in both their recounts, it was easy to pinpoint benefits for student learning and the quality of instruction. What is more, both instructors typically take an active part in the leadership process by providing input, sharing expertise, taking the lead on initiatives, and so on. The noteworthy aspect in these profiles is, though, that innovation, creativity, and adaptive change behavior appear to come with more emotional labor and institutional tensions than is the case with other instructors.

Finally, Titus was particularly interesting here because the total lack of support and collaboration in his department would make one assume that he does not have any opportunities to exhibit leadership behavior. However, the exact opposite was the case, and in light of the toxic and dysfunctional institutional culture, he stepped up to the plate to not only professionalize for better job prospects but also to prevent his students from suffering. In that regard, the

professionalizing leadership he narrated in the interviews was really an oppositional practice defying the lack of supervision and institutional leadership. Interestingly, Titus often seemed conflicted despite these positive outcomes, the reason for which may be that his identity was also still in flux and that he did not readily self-identify as an L2 writing professional.

To sum up this brief discussion about the importance of intersectionality, identity, and institutional culture, what I tried to show here is that for leadership in the form of change to emerge, it is not enough for agents to simply interact. As Uhl-Bien et al. (2007) claim, for emergence to happen, system agents must be *interdependent*. In the cases where there was greater cohesiveness in the instructors' profiles and contexts, it appears that emergence of innovation and change behavior seemed to be happening more easily and more happily. Therefore, institutions, departments, and programs would be well advised to build institutional cultures which support the intersectionality of roles, flexibility, equity, and community, as we have seen it in Carol's and Gordon's case.

5.2 Limitations and Directions for Future Research

One obvious shortcoming of this research is that the workings of a complex system (including the components and processes which make it up such as the program or department itself, its context, the stakeholders in it, as well as the leadership and professionalization practices happening in it) were studied through the lens of a single instructor. The narratives that the teachers produced about the complex system were then co-constructed with me as the researcher. Although I have argued extensively in the methodology section why the research has, in all likelihood, produced accurate results, the findings of the study suggest that taking a single instructor perspective will only produce a partial impression of the adaptive change behavior of interest to those who firmly embrace the role of teachers as leaders.

As the findings have shown, success or failure of a collaborative space will not follow a given recipe. While there are some variables which appear to underly collaborations that lead to successful outcomes, such as a clear structure for participants to follow or a supportive institutional culture, it should not be overlooked that individual, situational, contextual, or even temporal factors may easily derail a collaboration and cause it to fail to produce leadership-related outcomes. A powerful example was Edith's recount of the two mindfulness workshops she attended. Both of them covered the same topic, which she was highly invested in, and even followed a similar structure, but the second collaboration taking place in her writing program was perceived in a very negative light, whereas the workshop organized by other graduate students was perceived as highly useful.

Against this background, it must be acknowledged that a collaborative which is viewed positively by one teacher may be seen as a waste of time by another instructor. For this reason, it appears necessary to investigate the same collaborative space and its associated processes by a multitude of perspectives.

Another issue I noticed about the study design was that some of the participants had a difficult time describing, in the amount of detail I had hoped for, the specific workings of the collaborations that they chose to describe to me. The narrative design adopted in this research was certainly valuable for capturing instructors' subjective experiences and the ideas about professionalization and leadership which were at the forefront of their minds during the interviews. However, when discussing the examples of collaborations in Interview 2 (see Chapter 4.3), some of the teachers struggled to describe certain aspects of the collaborative experience. For instance, Gordon mentioned how during the review of finals with his colleagues at the end of the semester, there was often conflict and nitpicking of other teachers' exam

questions. When I asked Gordon how these conflicts were resolved and turned into productive practice, he was unable to answer. To better understand the specific dynamics within the collaborative space, including how, when, and why teachers step into leadership roles and how, when, and why interactions lead to innovation and creativity, it seems useful to deploy another discourse-focused research lens such as conversation analysis or footing. It would also be useful to record collaborations so as to accurately capture verbal as well as non-verbal behavior.

Another way to look at this research subject is by investigating professionalization and leadership within similar contexts or comparable kinds of institutions, departments, or programs (e.g., IEPs only). A goal of this dissertation was, of course, to generate insights about somewhat universal principles of professionalization and leadership across different contexts. As I explained in the methodology, a complex system is dynamic, chaotic, and, to a large extent, unpredictable, which makes generalizations across contexts or institutions complicated to begin with. This study has shown that basic underlying assumptions and views of teacher professionalization and leadership, as well as the mechanisms which cause innovation, creativity, and adaptive change behavior to become productive at the administrative or institutional level, are fairly consistent across contexts (although this may, of course, also be a biproduct of my initial choice of case study participants). The individual collaborations seemed less predictable and more prone to fluctuations when it comes to felicity conditions, though. It is worth considering that collaborations which take place only in IEPs or four-year colleges may follow a clearer pattern regarding dynamics and the emergence of leadership-related outcomes.

Another difficulty I encountered was to clearly distinguish, throughout the data analysis and writing process, between the leadership functions laid out by Uhl-Bien et al. (2007). While "administrative leadership," "adaptive leadership," and "enabling leadership" appear easy

enough to grasp as theoretical concepts, keeping them apart when applied to an actual data set was less straightforward. Although Uhl-Bien et al. (2007) admit that administrative leadership and factors catalyzing change behavior (i.e., enabling leadership) may coincide, I found myself often double-checking the understanding of my theoretical lens and how it should be applied to the data. An easy example to illustrate this are chapters 4.3 (description of collaborations) and 4.4 (conditions allowing innovation, creativity, and adaptive change behavior to become productive beyond the collaborative space).

Unless we want to define creativity, innovation, and adaptive change behavior purely as products of emergence (e.g., an innovative test or revised curriculum doing important equity and diversity work), looking at emergence through an adaptive lens must necessarily focus on the processes, stakeholders, and outcomes equally. As such, we should be interested in the specific steps, interactions, conditions, etc. which lead to these products. In describing the collaborations and conditions fostering system-wide emergence, I often felt conflicted about how to classify individual facets of the adaptive emergent behavior. Let's say a group of instructors actively think about and research their audience while planning a workshop in hopes that this will make the collaboration successful beyond their immediate collaborative space. This could be classified as part of the process of emergence, which I would classify as "adaptive leadership function." In the immediate context of the instructor dyad, I would not consider this to count as enabling leadership because the success of the collaboration itself, in form of a final product (i.e., a completed workshop ready to be given to colleagues and peers) does not necessarily depend on the aspect of audience awareness. However, since their planning ahead has the potential to catalyze innovation, creativity, and adaptive change behavior at the institutional level (i.e., when workshop participants use the training and insights to implement better teaching or opt for a

change in pedagogical practices), this aspect of the collaboration does sound like it should be considered part of the "enabling leadership function."

In preparation for this dissertation, I have reviewed a myriad of scholarship on leadership and have found that the literature is often inconsistent in its use of terms and concepts. I mentioned this briefly in the literature review when hinting at the overlap in terminology between distributed leadership theory (DLT) and complexity leadership theory (CLT). For CLT to be operationalizable as I have suggested in Chapter 2, I think it would be useful to critically examine how easy or hard it is, outside of my own perception and the scope of this dissertation, to consistently and unambiguously apply these terms to examples of emergent behavior in educational settings.

Finally, this research project happened before Covid-19. Remote communication and instruction have set up additional barriers and have led to the growing isolation of administrators, instructors, and students. For this reason, future research could look into these research topics:

- How do administrators learn to lead remotely?
- How can instructors lead in remote settings? What opportunities are there?
- How will the long-term effects of the pandemic play out regarding leadership, and how will they weaken or strengthen the role of instructors as leaders?
- To what extent has the pandemic exacerbated academic insularity? How can damaged relations be fixed?

In concluding, I would like to revisit the notion that L2 writing teacher professionalization is an under-researched and oft-invisible field (Cheung, 2011; Hirvela & Belcher, 2007). It is my sincere hope that this dissertation, with its focus on professionalization as leadership, has contributed to rectifying this situation.

Appendix A: Interview Questions for Case Study Participants[4]

Interview 1

1. Who are you as an L2 professional? Would you describe yourself as an L2 writing person?
2. What is teacher professional development to you, and how have your views of professionalization formed?
3. To what extent is teacher professional development important to you and the people in your program or department?
4. Please describe an ideal L2 writing teacher. This may be a colleague, supervisor, or an imagined person. To what extent have the forms of collaboration you have participated in helped you become this teacher?
5. Can you describe one of the collaborations you mentioned in the questionnaire in more detail? Why did you go? What were your goals? What did you do? Who were the people involved and what were their roles? What challenges were there and how did you and the other participants overcome them? How did it affect you and your teaching? What did it make you realize (about you, your students, L2 writing, your department/program/unit)? What were some surprises and unexpected outcomes?
6. Can you describe an example of when your learning in a professional collaborative has made a significant impact on your teaching, your colleagues, or your program or department?
7. How "connected" would you say was the experience in the collaborative setting to your teaching and other non-teaching related experiences in your department or program? What were these connections?

Interview 2

1. Can you please describe your program/department and institutional context?
2. In education (higher education in general or language programs specifically), how do you define a leader? What is leadership?
3. Do you believe teachers can be leaders? If so, can you share a specific experience or example that would illustrate how a teacher is a leader? This may include yourself or a colleague you admire.
4. Some scholars claim that leadership is about teaching and that teachers can be leaders by becoming better at what they do through professional development. Do you share this view?

[4] The term "professional development" was used during the data collection process rather than "professionalization" because it was assumed that participants may have only a vague or unclear idea about the meaning and scope of professionalization (i.e., professional development appeared to be a more commonly used term in the professional community).

5. Do you believe that the professionalization you have described in the previous interview makes you or helps you become a leader? If so, can you share examples of situations when you successfully exercised leadership during or as a result of your involvement in a collaborative?
6. How are leadership, administration, and teaching similar or different from one another? Can you describe an example where you or another teacher made an impact in your department or program through administrative work?
7. In your immediate professional context, do you think other instructors believe they are leaders or have the opportunity to exercise leadership? Can you share specific encounters or experiences that would lead you to that conclusion?
8. How are the ideas about administration and leadership that we discussed today related to the collaboration and professional development from interview 1?

Interview 3

1. Tell me about this artifact. When, why, and under what circumstances was it produced?
2. How does the artifact illustrate your responses about professional development and leadership from the first two interviews?
3. Why did you choose it for this study?
4. What specifically does the artifact illustrate (better teaching, knowledge gain, identity shift) and why?
5. What parts of it do you associate with professional development and collaboration? Why?
6. What parts of it do you associate with leadership? Why?

Appendix B: Interview Questions for Administrators of Case Study Participants

1. Please describe your program, department, and/or institutional context.
2. How would you define the roles, duties, and responsibilities of teachers and administrators, respectively? What about in your program or department?
3. How would you define professional development and its importance for L2 writing instructors? Is it sufficiently attended to, in your opinion, at your institution and in the field?
4. Please describe the role and kinds of professional development for L2 writing teachers in your program or department. Is participation voluntary or required? To what extent are expectations in your department or program consistent with your own values and beliefs about professional development?
5. What kinds of professional development have teachers in your program or department participated in? What is their attitude toward professional development, and how often do they participate?
6. What is your view on collaborative forms of professional development (e.g., team teaching, reading groups, peer observation)? How important, beneficial, and/or effective are they?
7. Can you please define the terms "leader" and "leadership"?
8. Can teachers be leaders in educational contexts? How so? Are the L2 writing teachers in your department or program leaders?
9. To what extent are (L2 writing) teachers' contributions to mission and vision in general and in your department or program a form of leadership? How can professional development support this leadership role? Please give some concrete examples to support your response.
10. Do you believe teaching and administration should inform one another? If so, how? To what extent are they connected in your program or department?
11. How are L2 writing teachers in your department or program involved in the administration? What is the relationship between teachers and administrators like?
12. Do you have teaching experience? If so, in what area(s) and context(s)? How has your experience influenced your responses about the role(s) of instructors as leaders?

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