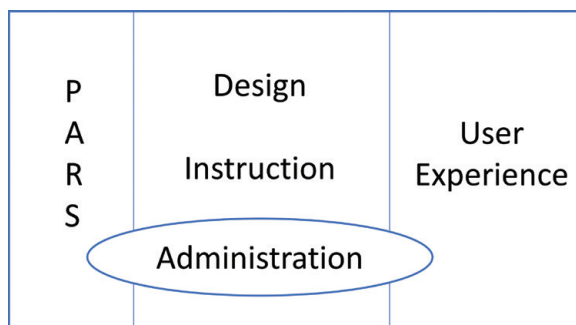




Section 3: Administration

Welcome to the Administration section of this collection! We selected the above golf course picture to illustrate how administrators see the big picture. They see the water on the right and the sand bunker to the left, but they are also laser focused on the flag at the end of the hole. This section is all about administration. The audience for this section is obviously administrators of writing programs, but that doesn't mean instructors or scholars can't find something interesting in the pages of these chapters because sometimes it helps to view things from another's vantage point.



The chapters in this section address some of the challenges that administrators face as previously outlined in other OWI scholarship (Babb 2016; Borgman, 2016; Lente, 2017; Minter, 2015). These chapters illustrate creative ideas on how to be a more personal, accessible, responsive and strategic administrator and they offer ways to mitigate some stress that comes with running a writing program that is all online or includes online courses. These chapters outline how the PARS approach can contribute to training and supporting one's faculty as an admin-

istrator and they illustrate how the administration layer of the PARS approach affects multiple aspects of the writing program.

Here are a few things you can do to be a **Personal** administrator because making sure you stay connected with your faculty and staff is essential:

- Be caring and compassionate in your communication with faculty and show you are a human! Support your staff in whatever way you can!
- Have weekly check-ins (meetings or emails) with your staff and remind them you are there for them—don't overload them, but don't disappear!
- Provide online training sessions or lunch and learns to share online teaching/LMS tips and tricks and to talk about what they're doing in their OWCs, or for specific things like managing the workload, how to participate in discussions, and grading expectations, among others.
- Share instructor support resources and student support resources (professional, university, personal).

Accessible administration goes beyond ADA compliance (ada.gov).

- Help your faculty understand what ADA compliance is and host training or work sessions if necessary.
- Create and convey clear expectations for faculty on how to interact with their OWCs—focus on content, grading, and response times.
- Provide faculty with exemplary OWC course examples and/or teach faculty some basic accessible course design best practices associated with the LMS tools/navigation.
- Ensure faculty know how to get in touch with tech support and have access to the programs, software, etc., they will need to do their jobs.

Responsive administration is about setting expectations with your faculty just as instructors set up expectations with their students. Responsive administration comes down to the *how* and the *when*:

- Let your faculty know how and when they can get ahold of you and how long it might take to get a response (post or email out your contact information, response times, and any days off you take during the week).
- Hold virtual WPA office hours
 - When (weekly, biweekly, mont:hly)
 - Where (Zoom, F2F, Google Meet, Webex, telephone)
- Consider having a department space in your college's LMS, Slack, or Microsoft Teams where faculty can post resources, talk, and help answer each other's questions (you can be a part of it too!).
- Set up a schedule for yourself so you're not working 24/7! Your sanity is vital to the program's success!

Strategic administration brings it all together. Being a strategic administrator includes:

- Planning how your writing program, your course design, and you (as the administrator) will be personal, accessible, responsive and strategic;
- Planning your department orientation, professional development events, mentorship programs, semester long support, etc. so that your faculty get the training they need to be successful online instructors.
- Preparing your online instructors for teaching different student demographics (underprepared, ESL, students with disabilities, first-generation students, and returning full-time working students, etc.).
- Planning out and allocating your time.

The chapters focused on administration in this section will aid you in creating a more PARS-focused administration style. Thomas et al.'s chapter focuses on building personal connections and retaining online students. This multi-authored chapter illustrates how administrators can help their faculty add personal touches to their OWCs in a gradual, sustainable way. Hilliard's chapter illustrates how PARS aids in creating a community of practice (CoP) for hybrid writing instructors. By explaining how to provide training and support to faculty, Hilliard's chapter shows administrators how to implement a PARS-based CoP and support their faculty consistently, not just at the start of the semester.

In their chapter, Jackson and Olinger provide a framework for training graduate students to teach online using PARS letters R (responsive) and S (strategic). They describe how they created and facilitated a mini asynchronous training course to introduce their graduate instructors to online pedagogy. Smart's chapter addresses the challenge of professional development and course design. Smart encourages online administrators to help their instructors think more like instructional designers and to embrace a strategic user experience design mindset. Finally, Wilkes' chapter focuses on training graduate students to teach online by the use of PARS as both the course content (teaching them about the PARS approach), and the approach to designing and delivering the course (using the PARS approach as the course design).

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