You're on the Tee!

Professional golfers always tend to plan out their play on a given course. Pending how many times they've previously played the course, the terrain, their mindset, etc., all golfers spend time anticipating challenges prior to play, and they know that this exercise of planning is key to a good round and can help prepare them physically and mentally for play on the rest of the holes. Just like golfers, administrators need to plan their strategies and their semester initiatives. All administrators know that planning is an important part of the job and that all things must be done for a reason.

We really like the concept of planning and preparing for the worst. Jennifer Stewart and Tiffany N. Mitchell's chapter offers a good way to think about how pre-planning allows for rapid adaptation when it's needed. This chapter provides readers with an overview of how experimenting with a programmatic change can yield good results and inadvertently lead to preparation for other collegewide or nationwide changes.

Chapter 3. Championships Are Won at Practice: How Our OWI Initiative Inadvertently Prepared Us to Navigate a Pandemic

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Abstract: This chapter details the use of affinity groups within a mid-sized writing program to generate faculty buy-in for an online writing instruction (OWI) hybrid initiative. Using community of practice (CoP) scholarship, we identified practice leaders and community elders to engage faculty in OWI. Over three years of using the CoP practice leaders and affinity group modeling, OWI hybrid and online instruction grew from one percent of the program to 26 percent of the program. This chapter also describes how this initiative and PARS principles supported emergency remote teaching (ERT) during the COVID-19 pandemic. This programmatic framework to increase hybrid and online sections established a model that ultimately helped the program navigate the beginning stages of the COVID-19 pandemic and manage the new normal of OWI in a pandemic-impacted world. The OWI hybrid initiative created new practice leaders who helped their peers through ERT. This growth resulted in pedagogically flexible faculty and "post"-pandemic first-year composition (FYC) offerings that now stand at 46 percent hybrid and online.

Keywords: online learning, online writing instruction, writing program administration, teacher preparation, hybrid instruction, communities of practice, affinity groups, emergency remote teaching, COVID-19 pandemic

Instituting programmatic change in a writing program with an established, diverse faculty can be daunting, particularly for a new writing program administrator (WPA). As universities push for more modalities in their course offerings, WPAs are often tasked with offering more hybrid or online courses, and also with training and mentoring for their faculty. When Stewart was hired as the University of Tennessee Chattanooga (UTC) English Composition Program[1] WPA in 2016, only two percent of first-year composition (FYC) courses offered were

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1. The English composition program consists of three rhetoric and writing courses. The program is taught by one or two tenured or tenure-track faculty (varies by term); 25 full-time, non-tenure track faculty; and an average of 15-20 adjunct faculty. Each fall term, the program offers approximately 90 sections of FYC; it offers 65 sections in the spring.

online, and none were hybrid. In spring 2017, Stewart began an online writing instruction (OWI) cohort initiative to increase hybrid and online sections; some faculty had indicated an interest in learning about OWI, and our program values multiple modalities. This initiative ultimately helped us navigate the beginning stages of the COVID-19 pandemic and has since helped us manage the ever-challenging new normal of OWI in a pandemic-impacted world: Our "post"-pandemic[2] FYC offerings now stand at 37 percent hybrid and nine percent online.

We met when Mitchell attended Stewart's candidate visit events. Mitchell asked Stewart how long she intended to stay at UTC, and Stewart replied that when she is somewhere that fits, she "digs in like a tick." This interaction told Stewart that the non-tenure track faculty were seeking consistency and showed Mitchell that Stewart was intentional in her pursuit of UTC's WPA position and, if hired, that she would offer needed long-term stability. Because we discovered our pedagogical and administrative approaches both aligned and complemented each other early in our interactions, we have been close pedagogical allies and friends since Stewart arrived. Mitchell's institutional history input and technological savvy have been key in helping Stewart shape the writing program. Mitchell's service as associate writing program administrator (AWPA) for two semesters and her ongoing service as departmental technology coordinator and composition committee member have made her a key contributor to program initiatives, particularly in OWI. While Stewart is the WPA of the UTC writing program and ultimately responsible for any major decisions, she rarely moves forward with any initiative unilaterally, consulting the composition committee and UTC faculty regularly.

Although we hadn't come across Borgman and McArdle's PARS framework during the creation of the initial OWI cohorts, it aligns with the steps we took in preparing faculty for OWI. Specifically, we highlighted the importance of having a personal presence in the OWI course; organizing accessible materials in a strategic, conscientious manner; and, most importantly, remaining responsive to student engagement and needs. Like Lyra Hilliard (2021), we see our OWI leadership aligning with PARS in that we use our cohorts to develop a strong group identity and we encourage their agency by letting them develop their own OWI courses. We are also continually responsive to both faculty and student feedback as the OWI portion of our program grows. Further, PARS has informed how we navigated the initial Spring 2020 pandemic semester and the 2020-2021 pandemic transition year, as well as the "post"- pandemic landscape of OWI. In this

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2. We struggled with what to call this point in our teaching, when COVID-19 outbreaks are still happening, when its death toll has surpassed one million citizens, and when our institutions are stressing "getting back to normal." We considered using *endemic*, as that's where the world is moving with this virus, but because it's not yet defined that way by the CDC, we resisted that term. We have opted for *"post" pandemic* because we feel it best represents this space in which we are still in a global pandemic, but many of our peers, students, and citizens have decided that the pandemic is a thing of the past.

chapter, we will describe the recruitment and development of OWI cohorts using community of practice scholarship, how PARS informed the emergency remote teaching (ERT) instruction of spring 2020, and the use of PARS to cultivate an OWI mindset in our writing program. Finally, we will offer WPAs suggestions for OWI recruitment and growth in their own programs.

Theory and Practice

Like many online writing program administrators (OWPAs), we both were mostly self-taught in OWI as non-tenure-track faculty members. Mitchell began OWI in 2012 after a professional development course in online teaching. Stewart began OWI in 2009 and used her doctoral studies to further develop her theoretical and practical understanding. Stewart knew that, as Borgman (2016) argues, a WPA cannot always wait for faculty to find new technologies and pedagogical approaches; she must bring these opportunities to her faculty. Most importantly, as Stewart began to develop OWI in the program, she adhered to Borgman's call that an OWPA have "an ability to create and maintain a support system for OWI faculty" (p. 195).

We believe that successful changes in a program result from consultation with the affected writing faculty; this belief is influenced by Jean Lave and Etienne Wenger's (1991) discussion of communities of practice (CoP), as a writing program is a diverse community of engaged practitioners. Additionally, most FYC courses at UTC are taught by contingent faculty, so Mahli Mechenbier's (2015) concerns about funding and time dedicated to professional development, the availability of OWI courses, and equity issues had to be considered. These practitioners are both full- and part-time faculty, and we were hesitant to ask part-time faculty to engage in this initiative for fear of exploiting them (see Babb, 2016). While teaching online may appeal to part-time faculty, departmental policy privileges assigning OWI courses to full-time faculty; the work a part-time faculty member may dedicate to developing their OWI may not translate to teaching OWI courses regularly. Selecting faculty to participate in the OWI cohorts required more consideration than just asking for interested faculty; we needed an OWI CoP with targeted recruitment. Lisa Meloncon and Lora Arduser (2013) argue that an intentionally developed CoP can encourage professional development and course enhancement while also "validating teaching as an intellectual endeavor" (p. 84). For the CoP to develop organically after the targeted recruitment of the initial cohort, the first faculty involved—who eventually become mentors and leaders in the CoP—have to see that OWI is valued and supported in the program.

Within a CoP, practitioners can function in different roles; as a WPA develops various initiatives within their program, identifying which roles are needed per initiative is key. To generate buy-in for an OWI cohort, Stewart worked to identify faculty who fulfilled Amy Jo Kim's (2000) elder role and Fred Nickols' (2000) practice leader role. For Kim, the elder is familiar with the theme–in this case OWI–and the community, while also agreeing to be consulted by other

community members; Stewart's relative newness to the community required an elder participant to bring ethos to the initiative. Additionally, Nickols identifies the practice leader as someone whose leadership is defined by skill competence. In terms of OWI, Mitchell already fulfilled both the role of elder and practice leader, having been a faculty member for over ten years and having taught OWI the longest of any contingent faculty member in the department.

As we planned the first OWI cohort, our work was situated in established scholarly approaches to OWI pedagogy (see CCCC, 2011, 2013; Hewett, 2010; Warnock, 2009) that informs the PARS framework. We asked our faculty to consider the tenets of Beth Hewett and Christa Ehmann Powers (2004) and Lee-Ann Breuch (2015): investigation, immersion, individualization, association, and reflection, as well as migration, model, modality and media, and morale. We also asked them to remember that failures in early OWI endeavors happen and are an opportunity for reflection (Grover et al., 2017). Additionally, our university required all general education online courses to be Quality Matters (QM) certified through our teaching and learning center (TLC), which required faculty to take a course in online instruction using the learning management system (LMS) of the institution. While QM certification does not necessarily align well with composition's pedagogical approaches, this requirement allowed our faculty to be students in the online environment (see Cargile Cook, 2007).

In later cohorts, we used Michael Greer and Heidi Skurat Harris' (2018) emphasis on terminology; we asked faculty to consider their students as both students and users, just as we were engaging with them as both mentees and users. Stewart's interest in human-computer interaction (HCI), particularly activity theory, helped give faculty a vocabulary to discuss their OWI environments, specifically considering how the subject, tools, community, and rules influence how instructors and students engage in the OWI environment (Stewart, 2017). This perspective also connects to Jessie Borgman and Jason Dockter's (2018) call for faculty and administrators to look at OWI design from a user-centered design (UCD) perspective. As WPAs engage faculty in OWI, these connections to HCI, UCD, and PARS should be foundational in training and professional development and inform the design of the actual courses.

Pre-Pandemic OWI Cohorts

Some of the goals for the OWI initiative were to create more online and hybrid classes, encourage the use of more online writing technology, and increase faculty knowledge and use of accessibility and universal design. One of the first steps in establishing the OWI cohorts was for Stewart to get to know the faculty personally. In 2017, approximately 41 full- and part-time faculty were teaching in the composition program. This step required assessing the ability and initiative of faculty members in terms of leadership roles. Stewart accomplished this by mapping out the existing full-time faculty to identify their affinity groups (Gee, 2004) and peer groups, as well as their interconnectedness.

Stewart observed the faculty and connections, specifically focusing on professional *and* personal interactions. She attended to the following questions:

- Who sits together at workshops?
- Who subs for whom?
- Who hangs out in whose offices when walking through the hallways?
- Who socializes before and after department meetings?
- Who shares assignments/projects with whom?
- How do they treat each other in committee? At department social functions? In department meetings?
- Who has coffee, lunch, parties with whom?

Figure 3.1 represents Stewart's initial analysis of the 2017 faculty. Ultimately, she identified three major groups among the full-time faculty in her notes as

- the full-time tech strong
- those with institutional memory
- the gents, a group of male colleagues who were collegial and grouped together often with varying institutional history and technology savvy

A fourth category of technology strong part-time faculty was added to the list so that Stewart could encourage OWI among those faculty who had taught at UTC for several years or expressed an interest in OWI. As Figure 3.1 shows, there were many connections among the faculty; some had written textbooks together, some played Dungeons and Dragons together, some served as graduate tutors in others' classes, some bonded from regular attendance at the summer AP readings. Understanding the existing connections among the faculty allowed for the strategic selection of the initial cohort. With her extensive OWI experience and mentoring, Mitchell was a natural choice to serve as the practice leader and elder in the 2017 OWI cohort.
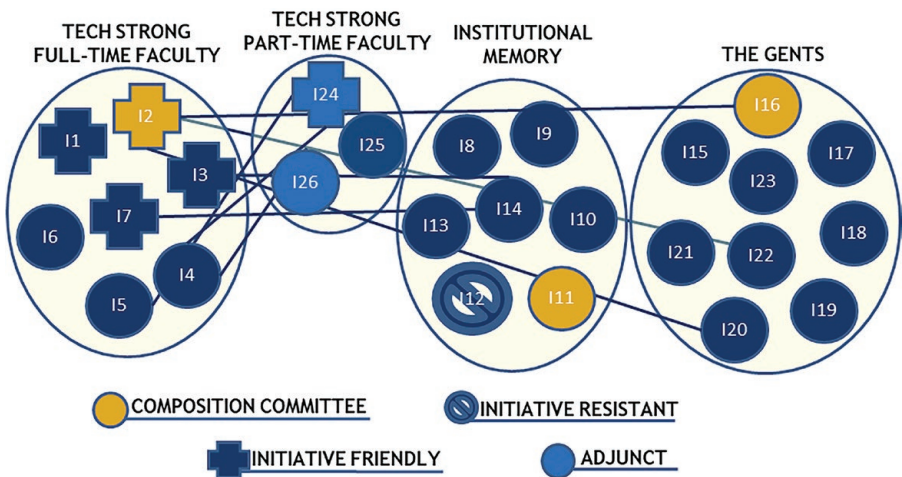

Figure 3.1. Faculty affinity groups and connections.

OWI training consisted of two group meetings and one-on-one mentorship. In the initial group meeting, we presented guides for faculty to rethink their classroom, emphasizing the importance of a personal presence, of being responsive, of being strategic. Because of the QM training requirements, we did not have to offer significant LMS or course organization training. QM's focus on universal design, accessibility, and usability trained faculty in these areas. After the initial group meeting, we met with cohort members to provide feedback on their course designs. A second group meeting was called, allowing faculty to share their course plans and ideas. We continued to mentor these cohort members through their first year of OWI.

Figure 3.2 shows that Stewart selected initial cohort members to represent all four peer groups among the faculty; she used the affinity and peer group mapping to strategically select these members, as they had the potential to influence the next cohort. She believed that developing smaller cohorts in consecutive years would generate more buy-in among faculty than instituting a wholesale programmatic change. Creating an OWI CoP allows OWI to grow organically among affinity/peer groups and by word-of-mouth. Figure 3.3 shows that three of the four peer groups had 2017 cohort members encourage and engage 2018 cohort members.

This gradual approach to faculty buy-in for the cohorts informed both the training sessions Stewart offered during the semesters as well as the annual workshops held before the start of each fall semester. With established cohorts, the OWI initiative was functioning and gradually increasing OWI participation and OWI technology use among faculty. By fall 2019, Stewart, an untenured WPA, let the OWI CoP naturally recruit and train two new faculty while she focused her attention on publications for tenure. AY 2019-2020 was intended to be the pause year with the intention of resuming active OWI cohort participation in fall 2020; however, when the COVID-19 pandemic began in spring 2020, all plans, goals, and intentions shifted from long-term OWI cohort planning to mental, physical, and pedagogical survival.
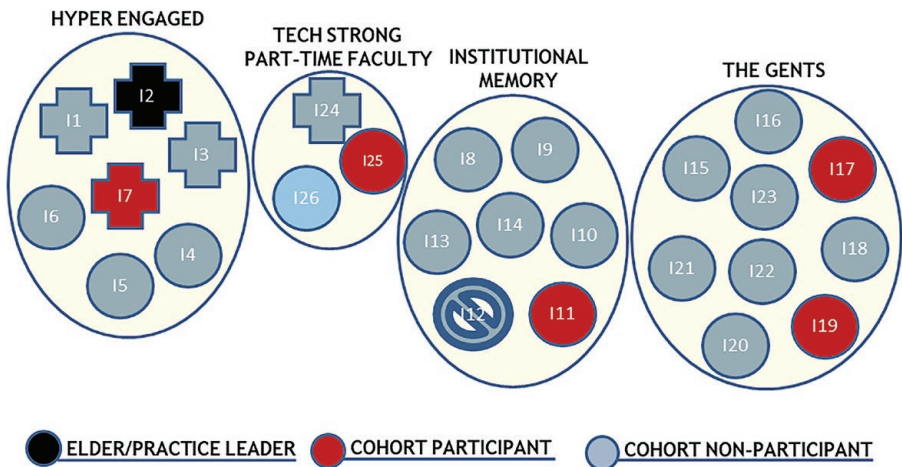

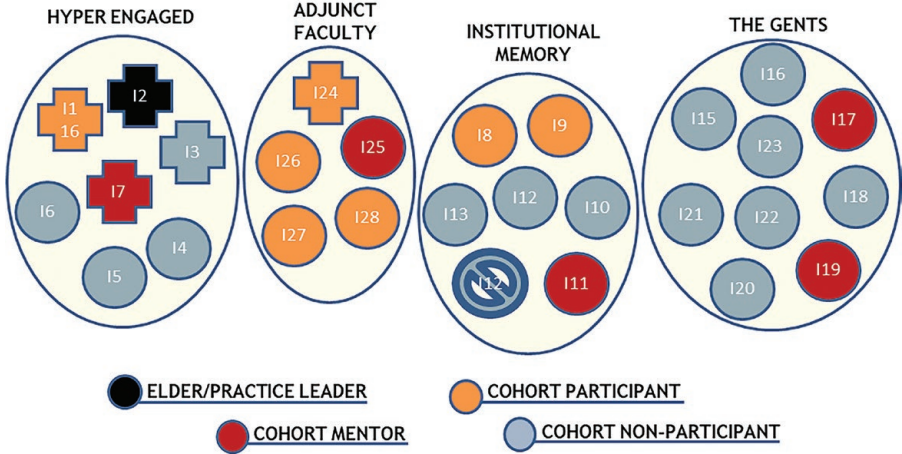*Figure 3.2. The mapped 2017 OWI cohort.*

Figure 3.3. The mapped 2018 OWI cohort.

Pre-Pandemic Phase Strategies

These strategies were key to developing faculty with OWI skills who could mentor and guide their peers during the pandemic.

- Strategic recruitment of initial cohort
- Pre-instruction cohort meeting I (semester prior to OWI)
- Review of similarities and differences between OWI and F2F instruction
- Discussion of OWI course model: organization, planning, language, repetition
- One-on-one Q & A/reflection session
- Individual meetings with cohort members to review/discuss OWI plans (prior to OWI)
- Pre-instruction cohort meeting II (semester prior to OWI)
- Discussion of OWI ideas/plans
- Peer review of OWI materials/sandbox courses
- One-on-one Q & A/reflection session
- Individual meetings with cohort members to review/discuss OWI (during OWI)

Pandemic ERT

As the pandemic hit in March 2020 and UTC moved all courses online, we knew that our non-OWI faculty could not be expected to become instant OWI instructors. We were engaging in what Charles Hodges et al. (2020) term *emergency remote teaching* (ERT), and the Expectations for Online Courses Canvas announcement Stewart sent on March 12, 2020, was clear about that (see Figure 3.4).

Mitchell was serving as Stewart's AWPA that semester, and together, we met and established an action plan to help faculty navigate the increasing uncertainty, while still trying to remain professional and provide instruction to students.

During the later weeks of March 2020, WPA communication focused on simplicity and kindness. Having a well-established CoP as well as personal connections to the faculty meant that Stewart understood how best to emphasize and explain that we were shifting to ERT rather than OWI for the remainder of the Spring 2020 semester. Stewart's Canvas announcements preparing faculty for the move online asked faculty to consider students' needs and accessibility: "Take into account that some of your students may be returning to homes/situations with limited technology (they didn't sign up for online instruction either), so adjust expectations accordingly." Similarly, we asked faculty to not get overwhelmed by Canvas tools and technology but to instead consider what outcomes still needed to be met: "Before you think about tools or templates or anything technical, ask yourself some really basic questions about how the rest of your class will function. What is left to be done? How do you want to accomplish those goals?" Stewart's announcements provided practical tips for managing online instruction and, because of her presence in the CoP and knowing the faculty to be dedicated and diligent instructors, she frequently reminded them that everyone's goal was to make it through unscathed (see Figure 3.5).

I would like to reiterate Andrew's point that we remember that this move online is a response to a pandemic, and that the situation and conditions are not ideal. As an online writing instructor and scholar, I can say with certainty that it takes many years to develop an innovative, effective online pedagogy; we do not expect this from you by March 23. But I want you to take next week to think about how your students can best achieve our course outcomes using the resources we have available with the training you do have.

*Figure 3.4. Canvas announcement emphasizing
the difference between ERT and OWI.*

Final Thoughts

A few of you will feel compelled to do more, to build an amazing and exciting online experience for your students, to learn several new tools on Canvas. Now is not the time for this. Less is more. Simple is better. We need to help the students get to the end of term, to meet their course outcomes. Joe mentioned in his email to CAS that we need to remember that some of these students will be moving all their courses into an online environment and may struggle. Let our classes be the ones to cause them the least amount of stress and trauma during this already trying time.

Please do not hesitate to reach out to me if you have questions.

Figure 3.5. Canvas announcement encouraging faculty to embrace ERT.

By reiterating the messages from the department head and dean, Stewart was both ensuring that faculty had received the messages from other administrators and reinforcing that these administrators functioned within the CoP as well. These messages from dean to department head to WPA created consistency and comfort during a time in which those traits were greatly needed.

Creating this transitional content tested the bounds of the personal connections and the OWI CoP Stewart had been cultivating. Knowing which faculty would be the most comfortable *or* the least comfortable with the sudden change was informed by the established OWI cohorts and our personal connections. Because the cohorts had increased the program's OWI sections, as well as the overall number of faculty who were more versed in OWI and OWI technologies, developing tailored resources for less than half of the faculty was more manageable than doing so for most or nearly all of the faculty.

In our initial meetings, we discussed two main approaches: (1) leveled content and (2) mentoring. These approaches were informed by the existing OWI cohorts, knowledge gained via the cohort initiatives, and resources the faculty would need based on how they aligned in the cohorts. We first took steps to develop and organize an online move page within the program's LMS (see Figure 3.6).

Knowing that faculty would need different types of help depending on their skills and comfort with ERT, we established three levels of experience with which to organize the information we offered: Level 1: Novice, Level 2: Intermediate, and Level 3: Experienced. These levels were defined to help faculty better self-identify (see Figure 3.7).

Because we had spent time deliberating which tools and resources faculty would need in preparation for the OWI cohorts, we were able to more quickly identify which LMS tools users needed. We felt confident in our assessment of which faculty needed which level of engagement; however, it was important to allow self-selection based on the descriptions to offer agency in a time in which many of us felt we had little to no agency.

Although we had the levels set up, we made all content for the different levels accessible to all, so that if a Level 1 felt they needed more advanced knowledge or if a Level 3 needed a refresher, they could access the content that met their needs at any point.

Regardless of faculty comfort level with OWI, we understood that everyone was feeling varied degrees of stress given the challenges of an abrupt move to ERT. Acknowledging these stressors, we knew it was important to rely on OWI practice leaders as mentors for the OWI nervous/averse faculty and to make these practice leaders known to all the faculty. One way we established this mentoring was via frequent communications. When she began as WPA, Stewart sent weekly "Notes from Jenn" Canvas announcements to the composition faculty. As our campus shifted to ERT, Notes from Jenn helped to assuage fears, keep focus, share tips and tools, reaffirm the practice leaders, and encourage realistic expectations.

Online Move Page

This is the main page that will guide you through our move to online instruction. It will be divided into two sections:

1. Online Writing Instruction Tips
2. Tools and Resources
3. Screencasts

Introduction to Online:

We've set up help pages based on your current level of comfort with using Canvas. On each of the pages, you will find links labeled with levels to help you adjust to moving your course online. To better guide you through simple online instruction, we think it's best for you to consider what level user you identify as and material will be organized that way.

Figure 3.6. Main online move page content in Canvas.

Level 1: You have little or no experience with Canvas beyond the shell that was created and the required syllabus submission. You manage most of your course outside of Canvas or in your own manner (a hard copy grade book, your own personal Excel file, etc.)

Level 2: You have limited experience with Canvas. Perhaps you have posted assignments, you have created a discussion board, you can enter grades in Grade book.

Level 3: You have some experience with Canvas. You have many/most assignments of different varieties on Canvas, but you need help making this process easier, more simplified since everything is now on Canvas.

Figure 3.7. Description of experience levels to help faculty self-select.

Reconciling what was possible during ERT meant that attention to accessibility was sometimes less diligent. We frequently reminded faculty to ensure students could engage with course material and provide alternatives for students who had accessibility issues. We also emphasized that ERT was triage teaching that acknowledged and adhered to accessibility as much as possible while recognizing that in many ways accessibility was being redefined. By focusing on surviving and meeting basic course outcomes, triaging the rest of the Spring 2020 semester helped adjust faculty and student expectations.

For many, accessibility during ERT, when students were abruptly sent back home and displaced from the campus, meant considering the material constraints students may have with technology and internet access. These concerns were further exacerbated in April 2020 when an EF3 tornado hit our community. Students who had been sent home were then doubly impacted by loss of power or much worse; both accessibility and the focus on what "barriers to learning" meant were

redefined. At that point, the hierarchy of needs became more prominent during the last weeks of the Spring term.

By using our OWI CoP knowledge and reviewing our OWI cohort maps, we were able to provide appropriate, comfortable paths for the faculty to navigate the impending upheaval to the Spring 2020 semester. We considered the fundamental elements of remote teaching: organizing course material, communicating with students, generating student activities, and assigning and grading material. Each of the three levels was broken down into these four elements to allow faculty to find the help they were seeking quickly and efficiently. We selected Canvas resources based on what we expected faculty who were new to online teaching would need to understand. We included content on the most basic organizational structure in Canvas to the more technologically complex, such as Canvas grading and conferencing.

On our Tools and Resources page, we provided links to resources according to these levels so faculty could more quickly find their materials. Level 1 had the least amount of content and mostly presented overviews of Canvas' basic tools, such as modules, announcements, discussions, assignments, and gradebook. Level 2 offered content on intermediate Canvas navigation, such as adding an announcement; creating and assigning peer review assignments; creating, editing, and deleting discussions; entering and editing grades; and copying assignments to another section. Level 3, which was the most extensive, offered content on more complex Canvas operations, such as managing and customizing the course home page; organizing, locking, and adding items directly to modules; scheduling announcements; creating rubrics; setting up conferences; and accessing and using Speedgrader. The levels, and tools/resources offered within, were designed to be gradual steps suited to faculty's skills. We knew that this would be a crash course for many, so we frequently considered our early OWI instruction and asked ourselves, "What do they need to know how to do immediately to get through this semester?" We felt confident these levels and elements would get them through.

Beyond collecting and posting resources for LMS navigation, we sought other resources for the faculty. Stewart contacted our textbook provider to request temporary online access to the textbook and disseminated that information to faculty. We encouraged faculty members to send OWI tips, tools, and resources to us, which Stewart then shared via Notes from Jenn. Also, we shared links and content about our campus' resources, such as technology requests for students and faculty and online access and consultation requests for our writing and communication center and library studio.

Throughout this time, we were using OWI to model OWI practices, as faculty in the Canvas Composition Faculty organizational page function as students in the environment. For instance, on the cusp of moving fully online, Mitchell was setting up common reader book clubs to prepare faculty for the next academic year (see Stewart & Andrews, 2020). The book clubs shifted to recorded sessions

with open discussion boards. Also, Stewart created and shared a screencast video about how to screencast, using a Canvas tool to offer training on a Canvas tool. She incorporated online teaching tips into nearly every Notes from Jenn for the rest of the semester. As the Spring 2020 semester slowly ended and the pandemic showed no signs of waning, Stewart's notes also began to include looking ahead content to prepare us for what the next academic year might look like.

ERT Phase

The ERT Phase of this initiative used several PARS principles. We of course hope that there isn't another need for ERT in our future, but these ERT strategies could be useful for programs that have a need for rapid OWI growth.

Personal

Provide one-on-one mentorship.
Pair faculty in similar affinity groups.

Accessible

Take advantage of TLC or LMS accessibility features, if available.
Ensure faculty know that sometimes maintaining overrules accessibility.

Responsive

Articulate clearly mentorship availability and modality.
Provide a variety of tools and levels to help faculty respond to most emergent situations.

Strategic

Send pre-instruction directions via email.
Highlight triage/focus on outcomes.
Have faculty self-identify levels.

"Post" Pandemic

Knowing that the pandemic would still affect AY 2020-2021 and that multiple OWI modalities existed for Fall 2020, Stewart began to encourage faculty to consider moving from an ERT mindset to developing their OWI skills as they returned for the fall semester. Once again, the training and development that occurred in the initial OWI cohorts prepared us to face these changes. The university offered faculty the option of teaching F2F rotating, in which students attended classes in pods to maintain social distancing, and online synchronous and asynchronous modalities. Within the composition program, approximately 48 percent of FYC classes were offered on a F2F rotating schedule, 18 percent synchronously online, and 37 percent asynchronously online. To prepare the faculty for this non-ERT term, Stewart continued the mentoring and customized guidance she'd employed

since the start of the pandemic. Mitchell remained a practice leader and elder and often served as a sounding board for Stewart to talk through plans for those new to non-ERT OWI in Fall 2020. Together, we continued offering expanded guidance and modeling OWI best practices for the faculty.

While it was important to give faculty time to rest and recover from the Spring 2020 term, resituating their mindset for OWI meant asking faculty to think about their classes before their nine-month contracts began on August 1. In July of 2020, Stewart sent some of her earliest Notes from Jenn, which included resources for teaching OWI, such as a link to Borgman and McArdle's (2019) *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors*, and other resources that both faculty and students might need to navigate the OWI-heavy semester ahead. Stewart reminded faculty of the electronic access to the textbook and continued suggesting best practices and tips for the start of a new semester of OWI, such as sending welcome emails and remaining responsive. Stewart included tips for F2F instruction since its rotating schedule modality and greatly reduced classroom capacities affected instruction.

In the pre-Fall 2020 professional development workshops, we used a combination of asynchronous content and synchronous videoconferencing sessions. Modeling OWI best practices, Stewart asynchronously posted a fall introduction video, new information, library content, and tutorial content so people could consume it at their own pace but made all group interaction synchronous so content could be discussed and questions could be addressed in real time. Several breakout sessions addressed further adjustment to OWI. We, along with two other practice leaders, co-led the synchronous OWI sessions. Practice leaders also offered their availability for questions and meetings beyond the workshops. We held synchronous sessions in Kaltura Classroom, a videoconferencing tool our TLC encouraged as an alternative to the bogged down Zoom. The 40-faculty Kaltura sessions were buggy and problematic, at best. These Kaltura problems afforded us the opportunity to discuss managing technical bugs when teaching synchronously. After the workshops, Stewart sent an announcement recapping content and tips shared during the workshops to ensure everyone was as prepared as possible to face OWI and rotating F2F instruction.

In that semester, Mitchell set up OWI coaching sessions for the faculty on using various technology tools to conduct peer review online. These coaching sessions, as well as the common reader book clubs, were all held synchronously via Zoom. Within just one year, we were learning what worked best and adjusting our methods, continuously being responsive to the needs of faculty and program; in Spring 2020 ERT, it was more practical to provide links and asynchronous, recorded information. By the Spring 2021 term, despite its challenges, faculty engaged with and responded better to synchronously distributed information. Just as we had shifted from ERT to increased comfort with OWI, we are now shifting from mostly fundamental OWI training to more in-depth and tailored OWI training.

Conclusion and Takeaways

From 2017 to 2022, our program has gone from nine percent OWI instruction in second-semester FYC only to almost half of the entire program of FYC1, FYC1 with tutorial, and FYC2 engaged in OWI. More pointedly, instruction in AY 2021-2022 increased OWI ten percent in FYC1, 47 percent in FYC1 with tutorial, and three percent in FYC2, compared to AY 2019-2020. Our faculty are now comfortable keeping some OWI features in their F2F classrooms and requesting more hybrid/online sections. Since the pandemic, upper administrators required that we move our fully online sections course caps from 15 to 20 so that they match the existing hybrid and F2F modality course caps. Though Stewart and the English department head tried to argue for the online classes to remain lower, citing the Conference on College Composition and Communication's OWI Position Statement (2013), upper administration demanded that FYC courses have the same class size. This change in course caps also moved several fully online faculty into hybrid instruction. As we move further into "post"-pandemic instruction, Stewart will encourage faculty who've not taken QM training to do so to pay greater attention to their accessibility and course organization. Future fall workshops will include more attention to OWI pedagogical approaches, and a PARS book club is planned for fall 2022 to help faculty be more conscientious about the OWI methods they've kept from their ERT and pandemic OWI semesters.

What began as a programmatic initiative to develop more instructional modalities inadvertently prepared a portion of our faculty for ERT and slightly lessened the mental and emotional load they carried in spring 2020. We believe this moment of kismet for our program can provide some takeaways for WPAs as they maneuver their own OWI programmatic growth or change. If WPAs accept the premise that a writing program is an ever-evolving community of practice, initiatives of any sort require that the WPA know the members of their community, their skills, their interests, and their interconnectedness. As we reflect on the OWI cohort initiative, we have identified a few suggestions for WPAs as they enter and/or observe their own CoPs.

While the suggestions here are specific to our OWI initiative, some of these suggestions can apply to *any* initiative. Stewart uses models similar to those in Figures 3.1 to 3.3 to generate faculty buy-in in the various concurrent initiatives existing within the composition program. This mapping method supported six major initiatives in Stewart's first six years as WPA: the OWI initiative, a peer review feedback and revision initiative, a program revision and assessment initiative, a textbook initiative, an information cycle research initiative, and a diversity-themed common reader initiative. There is no way Stewart could manage so many simultaneous initiatives on her own; the diverse skills and interests of the composition program CoP allowed her to engage elders and practice leaders in the various initiatives, so no one faculty member was carrying the load for any initiative.

Learn your faculty. Personally knowing who the faculty were, who the practice leaders and elders were, who would be receptive to OWI and new teaching tech tools, who would be resistant to change, and how to respond to their needs was probably the most beneficial information that helped us navigate both the initial OWI cohorts and especially the ERT management of guidance and resources.

As other initiatives were developed within the composition program, Stewart could enlist different members of the CoP to facilitate cohorts with different foci. It should be noted that because the UTC composition program has over 20 full-time non-tenure-track faculty in its CoP, Stewart can manage multiple initiatives concurrently with different elders and practice leaders.

Always ask "What's next?" As a *West Wing* fan, Stewart keeps the words of President Bartlett in her mind always: "What's next?" Stewart's CoP-informed approach helps leverage the knowledge of the faculty to move toward programmatic change.

Identifying key players to participate in initiatives and to foster interest among new faculty in the initiatives is key to a long game strategy. In this chapter, we discussed how the faculty who participated in the 2017 OWI cohort created the 2018 cohort. These same 2017 OWI faculty served as the 2018 peer review cohort; the success of their interest in that initiative generated peer participation in the 2019 peer review cohort. As the seeds of one initiative begin to grow and bloom, Stewart is moving on to planting the seeds of the next initiative. A WPA who is continually reviewing and supporting their faculty's pedagogies and developing those faculty's skills and engagement in trends and shifts in the field of rhetoric and composition is one whose program is in a constant state of development and growth. That said, a "what's next" mindset doesn't mean continual, rapid growth, as that's unsustainable and can lead to burnout; reflecting on initiatives and assessing their effectiveness maintains long-term growth at a reasonable pace.

As we begin to ask what's next for our program, we see our OWI developing in both quality and size. We would like to help those faculty who have come to OWI via ERT review and assess their OWI practices via the PARS framework. ERT and "post"-pandemic instruction have been attentive to the personal, responsive, and strategic elements, but we can see a need for growth and revision in accessibility. Additionally, as we consider the findings of *The 2021 State of the Art of OWI Report* (CCCC, 2021), we also are considering offering more OWI pedagogical training sessions not connected with our LMS and offering compensation for these sessions, as OWI training is often unfunded.

Within a year of being hired and assessing the CoP that was the UTC composition program, Stewart said she would like to see the program offer 50 percent of its courses F2F, 25 percent hybrid, and 25 percent fully online. This statement was mostly grounded in the hesitance some faculty had toward OWI and technology specifically. However, the spring 2020 ERT threw many faculty into the OWI deep end and forced them to learn to stay afloat; the AY 2020-2021 OWI helped

them transition from survival floating to developing a rudimentary stroke and direction by the end of the Spring 2022 semester. After continuing to talk to faculty about their ERT and "post"-pandemic OWI experiences, Stewart feels it's more fitting to aim for 40 percent F2F, 40 percent hybrid, and 20 percent fully online, as many faculty appreciate the balance that hybrid instruction affords over both F2F and fully online instruction. Regardless of how quickly we reach these modality percentage goals, our experiences with the OWI cohorts, ERT, and "post"-pandemic OWI have prepared us to face virtually any challenge and not only survive but grow into wiser, more skilled instructors and program administrators.

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