



Balancing Institutional Demands with Effective Practice: A Lesson in Curricular and Professional Development

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Balancing Institutional Demands with Effective Practice:
A Lesson in Curricular Development

Abstract

Relying on Wiggins and McThighe's (2005) outcomes based "backward design," we have the end goal of developing Penrose's (2012) professional characteristics of "expertise" and "autonomy" in our P&TW instructors. To do so, we're using Spinuzzi's (2005) outline of participatory design methods to develop the professional community Penrose outlines as the space that fosters professionalism while also revising and maintaining curricular materials and online master courses.

Creating and implementing a program of learning within large institutions requires several elements of knowledge from its designers. They must have an understanding of the larger institutional processes on down to the learning requisites of the student population. This knowledge begins with university's mechanism for proposing new courses and programs of learning, departmental needs of curricula direction and intersection, knowledge of the working abilities, skills, and fortes of the instructors that will be teaching within the new program, and lastly, pedagogical approaches that work with a 21st century student population. Another element that functions to legitimize these institutional proposals is awareness and implementation of national professional best practices, such as the National Council of Teachers Online Writing Instruction guidelines. As Writing Program Administrators (WPAs), this subset of institutional knowledge is inherent within our jobs, helping to fill gaps in learning about writing and related educational demands, which are becoming increasingly apparent across campuses nationwide. In general, higher education is experiencing tectonic shifts in curricula development and delivery, student participation, and faculty, adjunct, and graduate teaching assistant (TA) work, and it takes strategic envisioning, planning, and implementation to create a successful program of learning.

Specifically, the <name of authors' university> Department of English has been experiencing the growing demands of social sciences, STEM, and medical programs requiring students to take a Professional and Technical Writing (P&TW) course. To meet this swift institutional demand, the P&TW course director and the director of Online Writing Instruction (OWI) have worked closely in developing and updating not only the course curriculum for the P&TW online and face-to-face (F2F) classes, but also developing a four course certificate

program in P&TW as well as a P&TW minor. The instructional issues of central concern in the development and revision plan have been proposing updated curriculum that is accessible (both linguistically and technologically; OWI 1: Online writing instruction should be universally inclusive and accessible¹), pedagogically sound (OWI 3: Appropriate composition teaching/learning strategies should be developed for the unique features of the online instructional environment & OWI 4: Appropriate onsite composition theories, pedagogies, and strategies should be migrated and adapted to the online instructional environment), and intellectually rigorous (OWI 2: An online writing course should focus on writing and not on technology orientation or teaching students how to use learning and other technologies) for the online student as well as for the traditional F2F student.

The growing pains of student enrollment and curricular revision are further complicated by finding instructors for the courses. In extreme cases, we have relatively new instructors (who have at least taught one year's worth first-year writing (FYW)), who have never taught either a P&TW or an online course in a condensed summer term. Although we require basic training for both teaching online as well as teaching P&TW courses (OWI 7: WPAs for OWI programs and their online writing teachers should receive appropriate OWI-focused training, professional development, and assessment for evaluation and promotion purposes), it is not enough to fully

¹ In 2013 the Executive Committee of the Conference on College Composition and Communication adopted "A Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI)." The statement includes fifteen principles. We will reference them in this document by using "OWI #;" we will include the full statement the first time we reference it.

meet the instructor or programmatic needs. Robust initial support is needed to give our instructors a successful semester and to fulfill the learning requirements of the students. This article discusses the process by which the P&TW F2F course director, the director of OWI, and the instructors of the online P&TW courses work closely in order to balance swift institutional demands for online courses, while also paying careful attention to the curricular alignment, rigor, and inclusion of the various stakeholders.

Our Scenario

Program History

For close to two and a half decades, the P&TW classes at the <name of authors' university> have been taught to fill a need in professionalizing students from across the university. These classes have been housed within the Writing Program (WP) and historically framed as individual courses taught every semester, but was not structured as any official program or course of study either at the graduate or undergraduate level. Since the implementation of these classes, they have been taught in a F2F structure. The formation of these classes were brought about to meet a need for students to learn about writing within a business or workplace setting. Offering them has prompted a variety of disciplines to require these classes as part of their course of study (fulfilling an upper division writing requirement for some majors) and professional development. Each semester, these classes have not only grown in popularity, with each section of ENGL Professional Writing 307 and Technical Writing 308 filled to, but also have grown in importance in teaching the fundamentals of disciplinary based writing. Prior to 2015, classes were mainly offered FTF in a computer based classroom on the <name of

authors' university> main campus, while at the <university's initials> South campus, the classes are taught FTF as well as online.

These classes have historically been filled with students from an array of disciplinary backgrounds, including students majoring in engineering, agriculture sciences, nutrition, pre-medical and pre-law students, and the curriculum was designed to meet the variety of requirements from these courses of study. The older, pre-existing curriculum was designed to introduce students to a variety of skills based on critical thinking assignments to include writing within their discipline, writing with and for a community of not-for-profit clients, and also, most importantly, formulating a plan and carrying out the writing of proposals for projects. ENGL PW 307 focused on both a personal and expanded sense of workplace writing. This course guided students in constructing a professional ethos through compiling a professional portfolio (resumes, potential or example cover letters, and disciplinary specific writing), job analysis materials, and then looking outward to write case-based examples of professional writing, such as client research and proposal, client deliverable document production, reflective reports and evaluations, and exit interviews. The structure of this class lent itself to instructors working closely with community members (usually with not-for-profit organizations or city government offices) as actual clients to create real world writing experiences for the students.

As noted in the title of course, ENGL TW 308 focused more on the technical aspects of workplace writing. This class focused on teaching students to employ rhetorical strategies in developing and producing technical documents usable for a targeted audience. For example, technical documents could be quick reference cards, usability tests, work manuals, and even web pages. The TW 308 taught not only the technical aspect of writing, and students would redesign

technical documents, such as workflow documents, procedure manuals, and but also introduced students to writing proposals and progress reports to correspond with the workings of the redesign project. The last course in the grouping of P&TW classes, which was not offered as frequently as 307 or 308 is the ENGL 313, an introductory course of P&TW housed under the auspices of the English department. This class was periodically taught by either a professor with interest in the professional aspects of writing or a graduate student who proposed a class.

The instructors of these two courses have historically been graduate teaching assistants that had at least one year of teaching experience in the 100 level FYW courses. To help support new instructors and provide curricular alignment, the WP provided syllabi, assignment prompts, and outlines of course schedules (listing topics and writing process activities) to P&TW instructors. This ensured that the instructors were supported as they became familiar with the different student population as opposed to FYW, and also introduced to the various writing genres and approaches to P&TW. Experienced P&TW graduate instructors in the program would use the base of the curriculum to create their own units to fit their teaching style and knowledge backgrounds. The standing curriculum and teaching distribution has had an implementation time of almost a decade, and both inner departmental constraints and university wide demands have required the P&TW curricula to expand to a new level.

In the last decade, a greater understanding among disciplinary fields has emerged regarding the importance of writing succinctly and professionally within one's own specialization, as well as in wider contexts, has contributed to the growing demand of these classes (Thaiss & Porter, 2010, p. 536). P&TW classes have not always been the space where writing across the curriculum (WAC) skills are addressed, but with disciplines seeing writing as

crucial to success, many have increasingly looked to these classes to meet their needs. It is not surprising, then, that we report in this article that the demand of P&TW classes has grown beyond the ability of the Department of English and <university's initials> South campus to fill. We reached a critical point in delivery of these professional and technical writing classes with students consistently being placed on waiting lists at the beginning of every semester, and at times, were not able to graduate on time because of lack of space in the classes. As we know, points of crisis can be seen as opportunities to make change at a fundamental level. At the administrative vice-Provost level, the potential for an expanded and updated course structure emerged not only from this demand, but also from outside pressures to meet a growing twenty-first century identity of <university's initials>.

Program Reboot

The <name of authors' university>'s undergraduate online program officially started in Fall 2015. The Department of English hired an Associate Director of the WP to support developing online courses in the department, with an initial emphasis on the first-year writing courses to ensure all required courses for a bachelor's degree were offered online. However, early in the fall semester, the Vice Provost for Digital Learning and Student Engagement, recognizing the environment we noted above, heavily encouraged the Department of English to design and offer a minor, and possibly a major, in P&TW. Currently the department has a proposal in process for a certificate program and will be proposing a minor during the Fall 2016 term.

With the heavy pressure to get programs designed and delivered, the authors collaborated on developing P&TW program outcomes/objectives (to date, there were only combined goals

associated with 307 and 308). As a late blooming P&TW “program,” we recognized that the program objectives would need to account for and teach to various 21st century issues.

Importantly, we made sure that these stated objectives also translated to programmatic outcomes.

First, there would need to be a heavy emphasis on communication technologies (Slattery, 2005, p. 355), which had been part of the curriculum in previous articulation, but with the quickly shifting landscape of technology, this would need a significant rethinking as well. Second, the 21st century workforce, as we know from Drucker (1998) and others, is now much more distributed and fluid in nature with workers or employees potentially being seen as a larger interconnected web of knowledge workers (p. 11). Creating and training knowledge workers, those who contribute to the systems of knowing in any given work environment, has an array of social implications (Spinuzzi, 2007, p. 271). This said, in developing the curriculum, we kept the focus on collaborative work, but added the essential component of global and cultural communications issues and processes with an emphasis to ethics in these working environments (Barnes & Keleher, 2006, p. 154 - 156). To meet the needs of the new program outcomes, the curricula for the core P&TW courses, ENLG Intro 313, PW 307, and TW 308, were updated to reflect these various curricular foci. These 21st century foci were weaved into the curricula through adapting the old curriculum with newly developed material and previously, yet updated designed units. Other insights into curriculum development were drawn from various TAs, who had previously taught these courses several times. Understanding the 21st century knowledge / work flow, we could not discount their teaching experiences. They were aware of and had much to contribute to the curricula conversation. With the <university's initials> Online program already off the ground, and the P&TW certificate being fast tracked, the WP was having to

quickly design and deliver online courses, including 307 and 308. The program had to simultaneously develop faculty support policies and processes as well.

In 1999, O'Sullivan claimed that online TW instructors should develop their own courses, from raw HTML code, so to have fine tuned control over the design of the course. She, however, acknowledged using a "course in a box" (what is now regularly referred to as a Learning Management System (LMS)) might be helpful to new online instructors. Building upon Hewett's and Ehmann's (2004), and many others, emphasis on training new online instructors in online environments (OWI 7), Cook (2007) adds that students benefit from building the archive of course materials within their online training course. In short, building "master" courses (a "canned," fully pre-built course with all the assignment and activity prompts, gradebook, etc.) for the online sections of 307 and 308, met the short-term needs of having courses designed to be delivered as well as supporting new instructors. The online master courses also helped support instructors that had never taught P&TW and/or five-week condensed summer courses. Finally, the <university's initials> Online program requires that the courses offered in the program go under a Quality Matters (QM) Peer-Review process; once the courses have received QM certification, they are not allowed to radically change.

To further support instructors teaching new online writing courses, we require (see Appendix A, <university's initials> Writing Program, Online Teaching Policy) that the first time they teach online for us they use a "master" course. Although at first it appears this approach would be a deviation from OWI 5 (Online writing teachers should retain reasonable control over their own content and-or techniques for conveying, teaching, and assessing their student writing in their OWCs); however, working with first-time online instructors made this principle less

apparent in our program. New online instructors welcomed the pre-designed course because they were able to concentrate more on acquiring the skills of communicating, monitoring, and assessing the work of a full class of nineteen students (OWI 9: OWCs should be capped responsibly at 20 students per course with 15 being a preferable number). For example, the instructor can become familiar with the P&TW curriculum and make scholarly connections through their own research. In the process, they were offered a platform of instructionally sound, scholarly supported, online instructional materials and strategies and were not stressing about how to embed a video in the LMS. Once new instructors taught the pre-designed course (and were not teaching an official <university's initials> Online section that required using the master course), they may propose teaching their own versions of the course (Appendix A). Similarly to training in an online training course, our new online P&TW faculty are also continuing with on-the-job training while teaching their own online course.

As the larger WP shifts from a heavily curricularly aligned program (required textbook and assignment sequence for all instructors) to an outcomes-based curricular alignment with a short textbook list, it sets the stage for parallel work within the P&TW Program. A pre-designed outcomes-based curriculum first and foremost signals to the new instructors coming in to teach these courses that there exists a clear direction forward of what is expected from them as instructors and also what is expected from the students. These outcomes are not generated from textbooks, activities or even relied upon methods. We had a set of pre-determined P&TW program outcomes that directed our design of the new P&TW master courses. As in *Understanding by Design*, Wiggins and McThighe (2005) point out that curriculum design "...is analogous to travel planning. Our frameworks should provide a set of itineraries deliberately

designed to meet cultural goals rather than a purposeless tour of all the major sites in a foreign country. In short, the best designs derive backward from the learnings sought” (p. 14). Outcomes also point to a standard of learning that comes from an institutional and even disciplinary space. Introducing WP teachers to the outcomes we expect from them and their students grounds the curriculum in the expertise of the field. As we have discovered from implementing this plan, outcomes based curricular alignment provides a space for implementing Penrose’s (2012) framework of professional identity - building expertise, allowing for a level of autonomous professionalism, and also creating a generative community of practitioners and learners.

Coming into our rhetoric and composition program, our graduate students are not trained as P&TW scholars, and many of whom do not necessarily foresee themselves teaching P&TW classes. Like Penrose’s (2012) opening quote in “Professional Identity in a Contingent-Labor Profession,” most of our P&TW instructors might question whether or not they would be included in the P&TW “profession” (p. 108). With our current circumstances it sometimes feels like it would be easier to ensure P&TW program “quality” and curricular alignment by requiring all P&TW instructors, most of whom will be teaching the growing number of online courses, use a prescribed curriculum; however, that goes against our philosophical beliefs. Administratively, this seems like a difficult position, but as we approached developing the curricula, we learned that there is always room for compromise and negotiation. We wanted to foster our P&TW instructors’ sense of professional community as well as autonomous lesson planning design. Inherently, this approach clearly echoes Penrose’s (2012) three defining dimensions of developing professional identity for teachers - expertise, autonomy, and community (p. 110). When building a new program with new curriculum, it is nearly impossible in our current WP

framework and environment, housing instructors from various levels of teaching ability and disciplinary knowledge, for all our instructors enter in as experts (Penrose, 2012, p. 114). We understand that our incoming instructors are not necessarily experts in the field of P&TW; however, the way we have conceptualized and started to implement the design of our online program with the new curriculum is in a sense a “backwards design.” Relying on Wiggins and McThighe’s (2005) outcomes based “backward design,” we have the end goal of developing Penrose’s (2012) professional characteristics of “expertise” and “autonomy” in our P&TW instructors. To do so, we’re developing the professional community Penrose outlines as the space that fosters professionalism.

Going Forward

The outcomes based and backwards design of this new P&TW curriculum required an expertise of the existing framework of teaching and knowing what the gaps in coverage included. While the current F2F course director had the institutional history and the director of OWI had the pedagogical knowledge, the P&TW instructors, mostly TAs, that had been teaching these classes also brought a keen overarching understand of what we needed to enhance and even leave behind. These instructors as “non-specialists” in P&TW do have the critical pedagogical foresight to see where the curriculum was not living up to outside program needs or even students’ expectations. Although we did not immediately think in terms of Spinuzzi’s (2005) outline of participatory design, in hindsight, we implemented this method to start building a process for developing and revising the new curriculum. Spinuzzi’s (2005) method of participatory design states that in producing new systems of workflow and knowledge, such as a curriculum, the knowledge of the existing workflow does not merely rest at the managerial,

researcher, or director level, but also at the “user level,” those who bring the “tacit knowledge” of the product. The “users” in this construct were the P&TW instructors who already had a strong working knowledge of the previous curriculum. After many of them having taught the curriculum for three to four years, they brought an understanding of what was need to broaden the scope of the curriculum.

Coming to this understanding involved the greater contributions of several instructors who had taught the older curriculum for several semesters. From the conceptual step of this curriculum, we were already incorporating the current instructors into what Penrose (2012) calls “teacher as member of a professional community” (p. 111). As noted in the historical background section, this program did not begin from nothing. The curriculum had been developing and shifting over the period of two and half decades. The last curricular update had taken place in the early 2000’s; however, our world in terms of business, education, and communicative practices have drastically changed in terms of technology and global connectedness since that time. Moving forward with an online curriculum would need to take these larger elements into account. The curriculum we were shifting out of valued local knowledge and teamwork, which are still valuable tenets of learning we included, but there needed to be a greater emphasis on the global/cultural, collaborative, and ethical issues of writing. The P&TW instructors brought this necessity of curricular change to the fore. In listening to what they were saying needed change, we were incorporating their “user level” and “tacit knowledge” into the curricular revision process (Spinuzzi, 2005).

Although moving towards an outcomes based curriculum alignment strategy helps with professionalism, it does not support the program’s continuing turnover of new to online and/or

new P&TW instructors. Even though a master course fulfills the <university's initials> Online course design requirement and helps with new faculty professional development, it still does not explicitly account for the maintenance and revision of the master course. The revision and maintenance plans for both the P&TW curriculum as well as the online master courses provide an opening for fostering instructor professional autonomy and expertise.

To quickly recap, we are required to have master courses for ENGL 313, 307, and 308 because they will be courses participating in the <university's initials> Online program. This scenario does not necessarily value the expertise and autonomy of the instructors; in fact, it might count as the “professional development” as “brainwashing or remediation” that Penrose (2012) warns us against (p. 116). However, we also find that these master courses provide training and support for our continuous renewal of instructors new to teaching P&TW and/or online courses--meaning they do not yet have the expertise we desire to give them the autonomy they desire. The WP as a whole is shifting to an outcomes based curricula alignment strategy that emphasizes that instructors better understand backwards instructional design processes (Wiggins & McTighe, 2005), giving them autonomy that relies on expertise. The P&TW program desires that the more experienced instructors be give autonomy while also continuing to revise and maintain the master courses for ENGL 313, 307, and 308.

In classic backwards design strategy (Wiggins & McTighe, 2005), the P&TW program has two goals, or to borrow Spinuzzi’s (2005) language, two “purpose statement[s]” (p. 169):

- continuing professional growth of the P&TW instructors so that they gain in expertise and autonomy; and

- including the participation of the entire P&TW program's community in the revision and maintenance of the curriculum and master courses.

The first goal more carefully breaks down into an “understanding” (Wiggins & McTighe 2005, p. 22), or learning objective: after participating as a P&TW community member at the <name of authors' university>, instructors shall have the expertise and autonomy (Penrose, 2012) to participate in the design, development, and delivery of P&TW curriculum.

Without explicitly engaged in participatory design methodologies, although we both would agree we believe in user-centered design practices, we had already started meeting with instructors who taught the P&TW courses after the semester to assess how the curriculum worked for them. This method, similar to Eubanks' and Abbott's (2003) suggestion of using focus groups as a supplemental form for P&TW program and course assessment, asked instructors to think about the intended learning outcome for a course project or activity. They then assess whether or not a specific assignment is working well, prompting them to reflect metacognitively about instructional design and delivery. These meetings then allowed the instructors to propose curricular and design revisions helps motivate them (OWI 12: Institutions should foster teacher satisfaction in online writing courses as rigorously as they do for student and programmatic success) to continue participating in what might feel like a didactic situation. In other words, using the P&TW community to “explore, approximate, and refine” (Spinuzzi, 2005, p. 168) the master courses helps construct and reaffirm the community while providing the space and method to grow in expertise and autonomy.

As we move forward, we plan to more explicitly follow Spinuzzi's (2005) outline of participatory design method. Stage 1, initial exploration of work (p. 167), includes what we were

already doing with the focus group style reflections. However, with the larger WP's requirement of a yearly teaching observation, we will also invite P&TW instructors to invite us, or one another, to collaborate on an observation that is focused on a specific assignment, outcomes, or other element within the course. We hope that they will be willing to share insights from the focused observations.

Using Spinuzzi (2005) and other's participatory design methodological outlines as suggestions, we want to more explicitly incorporate the discovery (stage 2) and prototyping (stage 3) processes as well (p. 167). We already meet 2-3 times a semester with current instructors of P&TW courses. In turn, those meetings can serve as focused spaces for stage 2 discovery activities that would allow current instructors to map, outline, and storyboard what they are currently doing and use the community to role-play and interpret their different curricular interpretations. For example, this recent semester we had a last minute textbook change. Our first current instructors meeting prompted them to work in groups to outline and compare where and how they might use the new book in their upcoming courses.

Using the information gained from both stage 1 (initial exploration) and stage 2 (discovery processes) data collection, members of the P&TW instructors community can confidently move to stage 3, prototyping, by proposing, developing, and testing new curricular elements to be eventually incorporated into the master courses. The three stages of the participatory design method, implemented at each level for continued revision and maintenance of the P&TW master courses, simultaneously function as the various learning activities that our P&TW instructors would use to work towards the learning objective of gaining expertise and becoming more autonomous. Participatory design provides a methodology to implement

backwards design leading to the goals of P&TW professionalism and curricular revision (Figure 1).

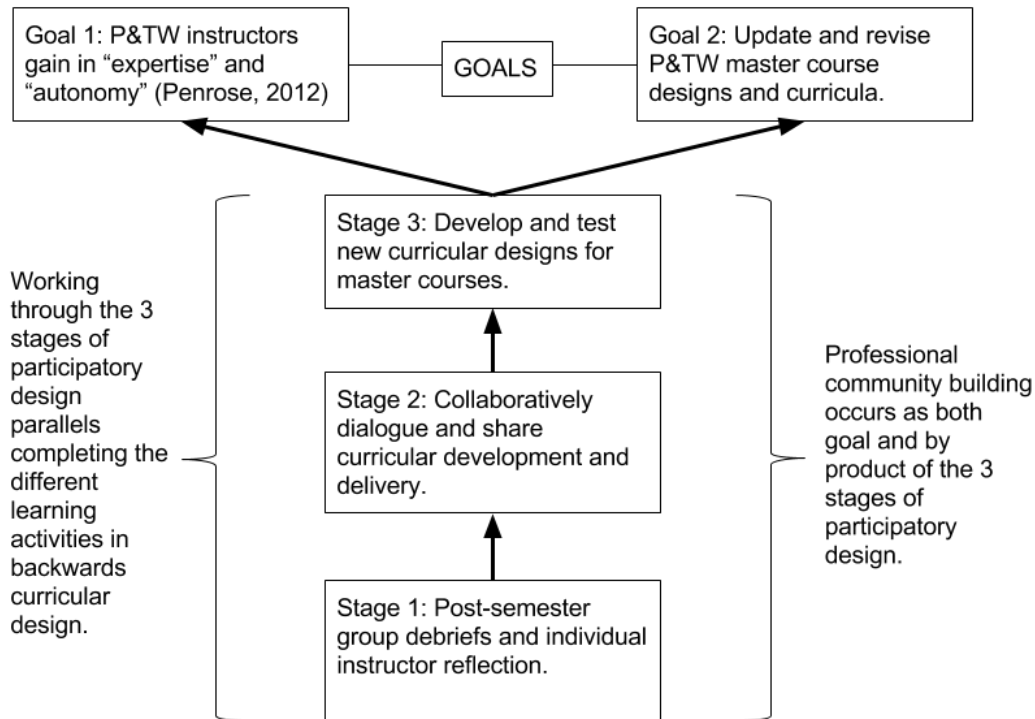


Figure 1: Alignment of backwards design, participatory design, and professionalizing goals & activities.

Both the participatory design research method and the backwards design instructional design method require some form of sharing the results of the design and/or learning. The long term incorporation of revised curriculum into one of the master courses is one form of documentation. Instructors using elements of and reflection on their instructional materials within their yearly reviews (teaching portfolios for the graduate student instructors and “annual program reviews” for the full-time faculty) also share material evidence of these processes.

Finally, like this piece itself, the type of collaborative curricular development, revision, and testing is the same type of work that instructors might present at conferences and/or write up and publish as applied scholarship (OWI 15: OWI/OWL administrators and teachers/tutors should be committed to ongoing research into their programs and courses as well as the very principles in this document).

Limitations and Drawbacks

We understand that the approach, no matter how theoretically balanced it may be, will have some pitfalls in areas that we may have overlooked. Spinuzzi (2005) reminds us, too, that there are various limitations to participatory design (p. 168). He lists several of these limitations in his study, yet we will focus on two that most relevant to our project. First, Spinuzzi notes that “some argue that participatory design does not lend itself to radical change of the sort that sometimes must characterize new systems (p. 168). He calls this a “gradualist tendency” (p. 168). As we mentioned in the introduction of this article, there are numerous administrative and pedagogical elements working at once in the implementation of new programs, especially those focused on-line. Because of the various contextual factors, we did make some radical changes, especially to the curriculum in a very fast manner (basing approval on key leadership buy-in). Although we were aware of what some instructors did and thought about the old curriculum, there was not as much of a participatory process in the initial curricular change.

It is the shift to continuing turnover and growth of our instructors and the revision and maintenance of our curriculum as it exists in the master courses that take advantage of the “gradualist tendency” of participatory design. Spinuzzi (2005) points out, “If more rigorous methods can be described as ‘measure twice, cut once,’ participatory design methods can be

describe as ‘explore, approximate, then refine’” (p. 168). We’re very excited about slowing down to solve problems as they emerge in the program and continuously check-in with our instructors. But with a shift in delivery of classes and a new certificate with redesigned curricula, in the short term the recent curricular change feels more radical.

Secondly, Spinuzzi (2005) describes practical limitations, such as the resources required to work within this design. He notes, “participatory design research takes an enormous amount of time, resources, and institutional commitment to pull off. That institutional commitment can be hard to come by” (p. 169). We would agree. Coming into this project there was only the director of P&TW and the OWI director, which limited our ability to reach the TAs in a manner that would fully support them. Had the structure remained, moving forward would have been limiting and full of time constraints; however, an Assistant WPA focusing on P&TW has been added to the leadership team. This “institutional commitment” has brought a more balanced and equitable environment. Current P&TW instructors are also recognizing the repeated call for feedback and participation as well as seeing that their suggestions facilitate revision. In other words, instructors are more likely to start and continue participating now that they know their suggestions are heard and impact change. Knowing that their voices matter also continues to motivate their participation in both expertise and community building activities like our new P&TW reading group.

There exists an inside institutional irony of us writing a piece about the professional growth of online P&TW instructors as expressed with Penrose’s opening quotation (2012). Although both of us have taught various P&TW courses for years, and one of us has published about P&TW curriculum as well, neither of us would emphatically proclaim to be P&TW

experts or scholars. Instead, we see ourselves as examples of Spinuzzi's (2005) workers at the "user level" with "tacit knowledge." Spinuzzi says about tacit knowledge, "we have to understand that much knowledge tend to be *tacit*. Tacit knowledge is implicit rather than explicit, holistic rather than bounded and systemitized" (p. 165). Realizing the reality of our situations, it only made the most sense to bring in the experiential knowledge of the P&TW instructors to inform the revision and maintenance of the new curriculum. In an attempt to develop our own expertise we have both constructed a local community as well as network and participate with external communities. Instead of having only a microvision of the P&TW certificate, and moving forward, the minor and even major, we utilized the macro knowledge of outcomes based construction. Even writing this piece functions as a type of backwards design because it helps us to more clearly theorize and articulate the future of our P&TW program.

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Appendix A: <university's initials> Writing Program, Online Teaching Policy

Any instructor teaching online writing courses in the Department of English are responsible for fulfilling both initial and continued professional development requirements.

The first time an instructor teaches a specific online course (ENGL101, ENGL102, ENGL307, etc.) for the writing program, they are required to use the model/master course with minimal revision. After teaching for the first time, if they are teaching an:

- <university's initials>online Course, they must continue to use the model/master course with minimal revisions; and/or
- iCourse, they may redesign and/or revise the course as long as they share a detailed outline of the course with the Online Writing Program Director for approval prior to the beginning of the course.

If an instructor teaches another specific section of an online course (ENGL101, ENGL102, ENGL307, etc.), they must, again, use the model/master course for the first term.

Initial Online Training Requirements

Prior to teaching an online course in the <university's initials> Writing Program, an instructor must participate in a “significant” online teacher training professional development event. These events usually cover topics like:

- online course design
- building community
- attendance & participation

These events are usually at least one full day (and/or it’s equivalent broken up over time) and/or asynchronous online with multiple deadlines.

Periodically the <university's initials> Writing Program will host it's own version of this workshop. <university's initials>'s Office of Instruction and Assessment regularly offers an "Introduction to Teaching Online: Online Mini-Course" that meets this requirement.

If you have participated in this type of professional development event before, you are more than welcome to use it as long as you have some proof of attendance and participation (certificate of completion, transcript, screenshot of gradebook in an LMS, etc.).

Please submit proof of your attendance and participation in an initial online training event to the Online Writing Program Director.

Grandparenting Clause: If someone has taught an online writing class for the <university's initials> Writing Program prior to Summer 2016, they will be grandfathered in as completing an initial training course.

Continued Online Training Requirements

After completing the initial professional development requirement, the <university's initials> Writing Program requires that online instructors continue to participate in professional growth related to teaching with and through digital technologies. Continuing professional development might include, but is not limited to, the following activities:

- attend a workshop,
- read a scholarly article and/or chapter,
- read 3-4 popular or trade articles and/or blog posts,
- assess and/or collect data about your own digitally mediated teaching, and/or
- publish about your own digitally mediated teaching.

Once the WP has documented that you have fulfilled the initial training requirement, we require that you participate in some continued activity the term prior to the term you wish to teach online (complete something in Fall to teach in Winter Session or Spring; complete something in Spring to teach in Summer or Fall).

Please submit proof of your continued professional development of the Online Writing Program Director.