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## CARDS: A Collaborative Community Model for Faculty Development or an Institutional Case Study of Writing Program Administration

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## **CARDS: A Collaborative Community Model for Faculty Development or an Institutional Case Study of Writing Program Administration**

### **Cover Page Footnote**

Acknowledgements: Thank you to the participants who took our survey, to the WPA's Summer 2018 graduate Writing Centers class for their feedback, and to Kellye Manning for research on an earlier version of this article.

## CARDS: A Collaborative Community Model for Faculty Development

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Over the past decade, the structure of writing programs has had to transform to account for innovations in composition studies. Online and dual credit programs necessitate adjusting prior practices originally geared towards face-to-face pedagogy; however, several issues surface in online and dual credit writing programs. The most prevalent issue is that many times online courses are staffed by adjuncts who do not have a physical presence on campus. The second issue is that the remaining faculty who teach the majority of these online or dual credit courses are non-tenure track faculty, who either do not have agency over their courses or are left on their own by their tenured counterparts who do not see value in online or dual credit pursuits. At our university, a medium-sized regional comprehensive Hispanic-Serving Institution, the Writing Program Administrator (WPA) recently noticed a need to improve faculty morale, satisfaction, and participation, especially with the emergence of online programs. We define *faculty morale* as the motivated desire to perform job duties, while *satisfaction* relates to the degree of security that a faculty member feels regarding having some agency in the program. Both elements are needed to actively engage in a program. Exactly, how does a WPA improve rates of satisfaction in first-year composition faculty? From a national survey and through selective interviews of current faculty (20 adjuncts, three lecturers, three senior lecturers, and one tenured faculty), we determined that the answer lies in the structure of the program. The Writing Program Administrator has several models to choose from: Collaborative, Committee, Top-Down, and Full Instructor Autonomy. In this article, we will explain how we developed a Collaborative writing program model that included all levels of face-to-face faculty, the challenges years later to that model caused by the explosion of online and dual credit programs, and the need to revise the Collaborative model to include online-only adjunct satisfaction and involvement. To verify the efficacy of the Collaborative model and to revise our model

accordingly, we conducted a nationwide survey of the various writing program models to determine the level of satisfaction and morale in relation to the administrative model. Using the feedback from this national survey as well as interviews with current instructors, we will present a revised model that attempts to include all levels of faculty.

## Literature Review

### *Writing Program Administration Models*

The four models that we identified and investigated were Collaborative, Committee, Top-Down, and Full Instructor Autonomy. Briefly, our working definitions of the four models are the *Collaborative model* in which all faculty share in decision-making regarding curriculum, textbooks, syllabi, etc.; the *Committee model* in which decisions affecting the program are made by a select committee; the *Top-Down model* (also called a *centralized model*) in which all curricular and programmatic decisions are made solo by the WPA, and *Full Instructor Autonomy*, where faculty teach what they like in their courses with no established curriculum or common textbook(s), although they may have to adhere to departmental or state-wide objectives.

These models follow closely, although not identically, those found in the literature on writing program administration. Jeanne Gunner (1994), in “Decentering the WPA” describes two models: the centralized model, in which the WPA controls the writing program and a decentralized model, which resembles our composition committee. At UCLA faculty decided not to have a central WPA but to run on a committee system with different people being responsible for different jobs. This model is a combination of the Committee and Collaborative models that we describe. Later, Gunner (2002) writes in “Collaborative Administration” about a WPA model in which “authority is shared among the members of a writing program” (253). Eileen Schell (1998) also breaks the models into only two extremes: “might and right” and “collaborative action” (66). She includes a Committee model in the collaborative category. However, Schell warns that true collaboration may not be possible since faculty of different rank may have differing amounts of time and energy to devote to administration, and teaching assistants and non-tenure track faculty may be exploited. Where Schell does not specifically address adjuncts, we feel that the Collaborative model includes (or at least should include) all levels of instructors.

### *Necessity for All Levels of Faculty Involvement*

Critics agree that contingent composition faculty are a necessity to any program. Lisa Arnold and collaborators (2011) bring up the role of the adjunct and

lecturer by discussing the plight or position of the contingent composition faculty in faculty development and decision-making about writing programs at their university. Wisconsin State University (WSU) faculty development programs included tenure-line faculty as well as full- and part-time instructors who collaborated to create department learning outcomes for first-year composition programs. The success of the program inspired thirteen two-year colleges in Wisconsin to adopt and follow the WSU writing program. Therefore, success of a program depended on a collaboration of all faculty members regardless of employment level. Arnold et al., then, are suggesting that adjunct input is important to the success of the program.

A writing program should establish a venue for open communication, where adjunct and full-time faculty can share ideas about writing instruction. Kelly Keane and Leigh Jonaitis (2011) created The Teaching-of-Writing Circle in 2007 to provide a space for faculty in the School of English at Bergen Community College (BCC) to meet and discuss issues in writing classes. The primary goal was to create opportunities to increase communication and share ideas among professors, and the secondary goal was to align more closely theory and practice. Participation was quite high with over 30 people in attendance in the spring of 2011 (Jonaitis, 2011). BCC has recently instituted a similar program, meant to be more inclusive of other departments called WRAP Sessions (Writing, Reading, and Pedagogy). WRAP sessions have led to cross-discipline conversations about reading and writing and have been useful for new adjuncts to develop a sense of community. As of the spring of 2018, about 15 faculty attend each session (Jonaitis, 2019). This Collaborative model supports the idea that a shared space increases participation in the program. The high number of participants in this writing instruction community demonstrates the possibility of designing such a program that will include adjuncts and full-time faculty as working members of a Collaborative model.

The issues presented across these studies and projects establish that engagement with the program and collaboration among all faculty members employed by a specific writing program affects faculty morale and satisfaction. We originally had developed a Collaborative model at our institution. However, we found that the increased enrollment in online dual credit courses necessitated the need to hire more distance learning adjuncts, faculty who were fully employed elsewhere and had a minimal stake in the university. The problem facing the WPA at our university was a perceived decline in adjunct participation in this writing instruction community. With this decline, faculty were inadvertently silencing their pedagogical voices. The benefits of the Collaborative model are drastically reduced if all members are not given equal voices in curriculum development, which, in turn, can affect the morale and satisfaction of the program.

## A Model of Inclusion: History of CARDS

The Writing Program at our university first began to address issues of faculty morale, satisfaction, and development in 2005, when our WPA was hired as Freshman Composition Coordinator. The former coordinator encouraged her to meet with the faculty regularly, during what later became known as Composition and Rhetoric Discussion Society meetings, dubbed “CARDS” for short. At that time there were only two full-time lecturers. The original group included adjuncts, graduate teaching assistants, and the writing center director. The first meeting took place at a local pizza parlor to get off-campus and engage with the community. Soon after, the director held the meetings in the writing center conference room because she wanted to forge strong ties between the writing center and the composition program. The nice part about meeting in the writing center was that tutors moved in and out of the space and could partake in discussions with the faculty whose students they were tutoring. Information flowed freely, with input contributed by all parties involved in writing instruction at the university.

The Collaborative structure contributed to a free exchange of ideas that contributed to streamlining the program in such a manner that provided alignment across other writing disciplines. One of our WPA’s first actions was to meet with the two full-time lecturers at the time and develop course objectives where before there were none. These learning objectives, based on the current practices of the course, were soon approved by the English faculty, and the Developmental Education Coordinator realigned that program to meet the newly established objectives. During the university’s SACS decennial in 2008 and in preparation for a WPA consultant-evaluator visit, the group also completed a self-study, designed and implemented a faculty guidebook, and researched placement procedures. Through this work, the group prepared a proposal for directed self-placement (DSP) that was approved by the university and implemented to great success for several years until new admission requirements made the placement obsolete. One lecturer in the program reflects on “how lucky we are in CARDS to have such a committed, self-motivated, and cohesive faculty” (personal communication). Without this willingness to work together, the group would not have been able to complete so many projects in just a few years.

Moreover, as Keane and Jonaitis (2011) indicate, space is key to the success of collaboration. In 2010, the writing center moved to a new location where we met in its new conference room for a few semesters. When the writing center became The Success Center, which now incorporated multi-discipline tutoring, meeting space was limited due to the expanded duties of the center. The CARDS meetings were moved to an adjacent conference room. In addition, the WPA constructed a

teaching schedule that allowed everyone to have the noon hour free on Mondays, Wednesday, and Fridays to attend both CARDS and department meetings.

### **Online Curriculum Development**

As courses moved from the physical space to online delivery, the Collaborative model became an important component in curriculum development. An instrumental agency at our university for online course development is the Regional Education Academic Communications Highway (REACH) department. In 2008, REACH, in anticipation of increased online enrollment of dual credit students, asked academic departments to teach only one version of a multi-section course. At the time, each faculty member taught their own version of English 1301 and 1302. Through discussions at CARDS, the versions were narrowed based on a general consensus of how the composition program should be designed in an online environment. English 1301 focuses on a writing-about-writing pedagogy in which students learn about themselves as writers while studying real-world and academic writing. English 1302 centers on rhetoric with subject units including argument as a thought process, rhetorical analysis in the context of Civil Rights, opposing viewpoints associated with government and leadership, and gendered arguments requiring the analysis of feminist writing.

Later, REACH required faculty to revise online courses to meet TEKS (Texas Essential Knowledge and Skills) to certify them through the Texas Virtual School Network (TxVSN). If the courses were certified as containing components that met high school standards, then the university could market the courses and increase enrollment of both the Early College High School (ECHS) and the dual credit online population. This opportunity became the first of many collaborative curricular situations. Two of our university lecturers reviewed assignments in English 1302 and English 2322 to align the courses with TEKS associated with English IV at the high school level. The WPA and head of Graduate Studies reviewed English 1301 and English 2327 to align the courses with TEKS associated with English III. Both groups altered assignments or added lectures to meet these requirements. As a result, all four classes were certified with TxVSN, increasing the marketing of the online dual credit program. The initiative worked, and enrollment surged almost 100% by the next semester, requiring the additional hiring of composition faculty.

The university also attempted to aid faculty in navigating the dual credit online waters by providing meetings for faculty to discuss pedagogical issues. However, with weak leadership, these meetings tended to be sessions where problems were identified, but there was no viable attempt to address the issues. Therefore, the increase in faculty and the challenges of dual enrollment pedagogy

required CARDS to play a bigger role in English faculty and curricular development.

One of the methods in which CARDS aided faculty in addressing issues with dual credit was through discussion. Semi-weekly meetings allowed faculty to share possible obstacles in these composition courses throughout the semester. CARDS became the environment to exchange ideas and to develop strategies for addressing both online and dual credit issues. The focus of the meetings in the fall is on English 1301 and in the spring, on English 1302. At each meeting, the group discusses the issues of the course for that week and the next. In the minutes, the group records problems the students faced and possible solutions to issues like curricular enhancement and course content design. At the end of the semester, one faculty member reviews the problems and makes corrections in the master course. One such obstacle that led to a significant curricular redesign was the late enrollment of dual credit, and later Early College High School, students. Because the university began Fall courses one week before most area high schools began the school year, counselors were signing students up for dual credit/ECHS courses in Week 2. In addition, the former director of the Dual Credit Academy allowed entire school districts to register for classes as late as Week 4 or 5 of the semester. Because students were added so late in the semester, the CARDS group decided to redesign the first two modules so as not to be as content- and task-heavy, with the objective of late-enrolling students, quickly catching up with course assignments.

In some cases, a group works together to redesign a unit by rewriting lectures and assignments. Recently, English 1302 went through one such revision. At the beginning of the Fall 2017 semester, two full-time lecturers addressed proposed changes with the CARDS group members. Then, over the course of the semester, they met four times to redesign various units, making them more concise or expanding them to enhance student comprehension. One discussion board assignment was replaced by a journal assignment because the two felt the students could better meet the objective in a fictional environment rather than a summary posted on a discussion forum. Finally, they revised one of the quizzes. Twice during this timeframe, the two presented proposed changes to the CARDS group where all faculty were allowed a voice in the redesign of the assignments, quizzes, and lectures. Such a model is utilized whenever changes are proposed, so that course no longer belongs to only one faculty member but rather is owned by the Composition program.

We followed a similar method with the development of three textbooks for the program. Full-time CARDS faculty applied for and were awarded the Simple Access Valuable E-textbook (SAVE) grant to design an e-book for English 1301 and English 1302. In CARDS meetings, faculty identified essays that were essential to the subject matter of both courses. The committee, consisting of nine full-time

faculty, met regularly to write introductions to each reading that reinforced the pedagogical design intended for the unit. This process was an excellent team-building experience, in addition to providing a quality textbook to students. In addition, with prices soaring for handbooks, the group decided to create a custom handbook. The WPA assigned her graduate class to assemble the handbook as their class project. Currently, we review the handbook each year and make changes and edits as necessary. All faculty, including adjuncts, have the option to provide content and revisions for future editions. This book is required for all composition courses, costs half of the former handbook, and the royalties benefit our composition program. These funds have allowed faculty, including graduate students and adjuncts, to engage in research and to present at national conferences. It has also allowed more professional development opportunities. We also use the funds for giveaway items to promote and recruit for the program. The electronic format of all textbooks allows students a quicker start to the course. Putting these books together was an incredible professional development activity, as there is a sense of accomplishment and ownership when the faculty assemble their own learning materials for the students.

Collaboration occurs not only among English Composition faculty. Over the past few years, English has included various academic and non-academic departments in CARDS meetings. Faculty from the History Department has participated in assignment design which developed cross-curricular discussions between English 1302 and History 1302 about Civil Rights. In terms of curricular development, members of REACH have offered workshops with the CARDS groups, as have other academic departments like the Dean of Students regarding scholastic dishonesty. In addition, the group has held meetings with ECHS administration as well as the head football coach in anticipation of student learning outcomes in relation to other campus groups. We have also hosted lunches and recruitment sessions to encourage ECHS students to attend our university full-time after they graduate. In short, CARDS fosters an environment for more than just discipline-specific curricular development.

Perhaps one of the most beneficial points about CARDS meetings is that members of the staff feel they can bring their concerns to the group, and many times the group serves as a sounding board for difficult situations. The WPA invited guest speakers to discuss subjects like academic (dis)honesty and reducing the workload, such as streamlining paper grading. In this way, we meet and share our concerns to lessen the isolation in the classroom. In an atmosphere of respect and toleration for difference, members express confidence that the WPA will not impose theories on them and will support them in using pedagogies she may personally disagree with. The group has also been open to new ideas and has implemented a writing about writing (Downs and Wardle) approach to FYC.

Our group is focused on perpetual improvement, and sometimes, we do not give credit for realized success. Most of our sections are taught online to dual credit students. We use the writing-about-writing approach and have developed our own textbooks. Any of these elements would make our program stand out, but we engage in all of these. We also conduct research, present at conferences, and write and publish articles such as this one. At the same time, we do not ignore the students we are teaching and actively involve undergraduate and graduate students in these efforts. This collaboration is truly professional development on all levels.

While this model worked well, we noticed a decline in adjunct participation. In the early development of CARDS, all lecturers, adjuncts, and graduate students attended. However, as we began to employ not only adjuncts from all over the country but also many school teachers who work during the day, having everyone attend meetings became more of a challenge. Because our adjuncts were predominantly online-only or evening instructors, they could not participate in our shared CARDS space and were not regularly contributing to the Collaborative model. The question arose: can a Collaborative model continue to foster morale and satisfaction on all levels in a university writing program that caters to both online students and online-only adjunct instructors?

## Methods

### *National Composition Program Study*

We believe strongly in our Collaborative model, but the WPA and Assistant WPA wanted to see if faculty around the country felt similarly about their program's design. The WPA, a senior lecturer, and a lecturer developed questions to examine trends and desires among faculty in various program administration models (see Appendix A for survey questions). We wanted to examine the relationship between satisfaction and morale and the type of model used in writing program administration. National representation of writing program administration models would provide the data needed to establish which model was most conducive to the satisfaction of all faculty levels. Therefore, we felt the method of a Likert-scale type survey through a national listserv would supply a quick online delivery of our survey and initiate a rapid response rate.

The survey was sent through personal contacts, including the WCenter and WPA listservs between February and April 2018. The WCenter and WPA listservs provided participants who were composition instructors and writing program administrators. Such participants reflected those who were stakeholders in the field of writing as well as composition curriculum development and administration. Sixty participants from across the U.S. responded including adjuncts, graduate students, lecturers, senior lecturers, tenure track, and tenured faculty from mostly

MA- and PhD-granting institutions, though a small representation came from BA-granting, community college, and technical institutions.

Surveys allow researchers to access many potential participants in a relatively short period. Many delivery methods are available to choose from, such as face-to-face, email, phone, paper, online, and by mail, so the researcher needs to determine which method is most feasible. For our purposes, we choose Jackie Grutsch McKinney's approach in *Strategies for Writing Center Research*. Grutsch McKinney (2016) states that more people are likely to respond to face-to-face surveys than by phone or email (76). However, if the topics are sensitive, then researchers should consider a method that provides anonymity when answering a survey to prevent any potential backlash from participants' administration. We chose an online delivery survey so that participants could remain anonymous since many questions required a serious critique of the individual's writing program administration. The final question of our survey provided the option to reveal their identity if they were willing to share additional information in an interview. Grutsch McKinney also notes that "researchers generally use surveying when they want a big picture description of a population, particularly of the population's attitudes and beliefs" (73). The anonymity and online option allowed a more accurate discussion of various models to better inform our research.

## Results

To determine whether there was a significant difference between the governance types, a one-way analysis of variance (ANOVA) was conducted for each of the outcome variables. The results from the ANOVA and the post hoc analyses, when appropriate, are reported in the tables below for significant ANOVA results only. Please see Appendix C for all results.

Table 1a

*Descriptive and Inferential Statistics for Curriculum Satisfaction Between Gov. Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)	Power
Collab.	10	4.20 (.63)	$F(3, 57) = 8.47, p < .001^*$	.99
Committee	36	3.61 (1.08)		
Top Down	11	2.27 (.90)		
FIA	4	2.75 (.50)		

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 1b

*Post Hoc Analysis for Curriculum Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.33	.000* (2.48)	.06
Committee		.001* (1.35)	.34
Top Down			.83

*Note.* *P* values are reported in the table with effect sizes (Cohen's *d*) reported in parentheses. \* Indicates significance at alpha = .05.

As Tables 1a and 1b suggest, both the collaborative and committee governance styles yielded significantly higher curriculum satisfaction scores than did the top down governance style.

Table 3a

*Desc. and Inferential Statistics for Faculty Development Satisfaction Between Gov. Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 60)	Power
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Collab.	10	4.30 (.82)	$F(3, 56) = 9.15, p < .001^*$	.99
Committee	35	2.80 (1.35)		
Top Down	11	1.55 (1.81)		
FIA	4	1.00 (1.41)		

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 3b

*Post Hoc Analysis for Faculty Development Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.019* (1.34)	.000* (1.96)	.001* (2.86)
Committee		.052	.075
Top Down			.91

*Note.* *P* values are reported in the table with effect sizes (Cohen's *d*) reported in parentheses. \* Indicates significance at alpha = .05.

As Tables 3a and 3b suggest, the collaborative governance style yielded significantly higher faculty development satisfaction than did committee, top-down, or FIA governance styles.

Table 4a

*Desc. and Inferential Statistics for Participation in Program Admin. Between Gov. Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)	Power
Collab.	10	3.90 (1.66)	$F(3, 57) = 4.59, p = .006^*$	.87
Committee	36	3.31 (1.69)		
Top Down	11	1.36 (1.69)		

FIA 4 3.25 (2.36)

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 4b

*Post Hoc Analysis for Participation in Program Admin. Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.771	.007* (1.52)	.92
Committee		.010* (1.15)	1.00
Top Down			.25

*Note.* *P* values are reported in the table with effect sizes (Cohen’s *d*) reported in parentheses. \* Indicates significance at alpha = .05.

As Tables 4a and 4b suggest, both the collaborative and committee governance styles yielded significantly higher participation in program administration than did top-down governance.

Table 5a

*Descriptive and Inferential Statistics for Overall Satisfaction Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 60)	Power
Collab.	10	4.20 (.63)	$F(3, 56) = 7.84, p < .001^*$	.99
Committee	35	3.54 (.85)		
Top Down	11	2.45 (1.29)		
FIA	4	2.50 (1.00)		

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 5b

*Post Hoc Analysis for Overall Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.21	.000* (1.72)	.015* (2.03)
Committee		.007* (1.00)	.16
Top Down			1.00

*Note.* *P* values are reported in the table with effect sizes (Cohen’s *d*) reported in parentheses. \* Indicates significance at alpha = .05.

As Tables 5a and 5b suggest, the collaborative governance style yielded significantly higher overall satisfaction scores than top-down and FIA governance. Likewise, the committee governance style yielded significantly higher overall satisfaction than top-down governance.

Various ranks of faculty responded differently to the models. Adjuncts (n=6) are generally satisfied with the Collaborative and Committee model (n=3) but dissatisfied with the Top-Down model. Out of the six, only one was fully engaged in the writing program. Morale seemed to be slightly higher with the Committee model, but only by .5 points in a pool of 3. The Top-Down model was 3.5 morale rating. Graduate Students (n=10) only reported Committee and Top-Down models, with an “average” satisfaction rating among all categories (3.43 for Committee and 3 for Top-Down). Generally, graduate students did not feel engaged in their programs, citing that their only engagement was teaching. Those in the Top-Down model reported zero engagement in the program (n=3). Morale for graduate students was also low, though slightly higher for those who were Committee governed (2.86) rather than Top-Down governed (2.3). Lecturers (n=14) did not report a Collaborative model. Eleven were Committee governed. Overall, satisfaction for the Committee model was 2.78 out of 5.

We lack data to support an adequate reading of satisfaction for lecturers for the other two models as full instructor autonomy (n=1) was 4, and Top-Down (n=2) was 2. The Committee model yielded the highest engagement in the program and the highest morale. Senior Lecturers (n=4) reported two models: Collaborative and Committee. The results did not yield significant differences as the satisfaction, participation, and morale, and the sample size was too small. Tenure Track faculty (n=7) reported three models: Committee (n=5), full instructor autonomy (n=1) and Top-Down (n=1). Morale, satisfaction, and participation are highest in a Top-Down model, but the sample size is too small to generalize. Tenured faculty (n=17) reported in all four categories with Committee being most common (n=8).

However, the Collaborative model ranked highest in all three categories for tenured faculty.

Data analysis of averages indicates that the Collaborative model ranks highest in all areas of satisfaction (see Figure 1).

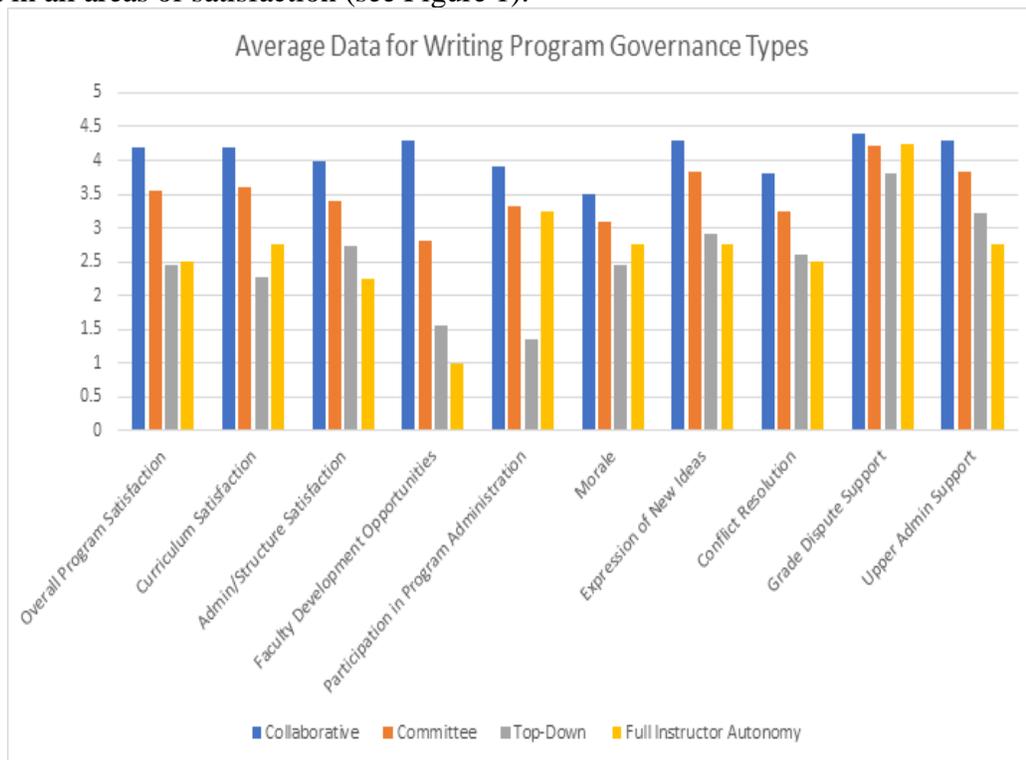


Figure 1. Average Data for Writing Program Governance

Likewise, our tests for morale show similar results of increased morale and participation. Therefore, we feel that our collaborative CARDS model can produce a writing program that is conducive to all levels of faculty, including adjuncts and foster an environment of satisfaction, morale, and faculty development.

**National Survey Implications**

Effective writing programs need faculty who are invested and work for success. Morale and satisfaction are linked to this type of participation. According to Arnold et al (2011), “when teachers are left to their own devices (or given ‘academic freedom’), contingent faculty suffer” (417), meaning that for adjuncts the Full Instructor Autonomy model is not preferred, although in our data, no adjuncts reported working with the Full Instructor Autonomy model.

In the survey, we used open-ended questions to inquire into what elements affected the morale of faculty in writing programs in general. The reports were fairly common across different models. The first element reported was communication. The term *transparency* (clear lines of communication between administration and faculty) is a current buzzword in higher education, but participants responded that non-transparency negatively affected morale. One graduate student commented that there was “a lot of hearsay that runs through the grapevine and not much communication from those at the front to those at the back.” Another said, “We are only able to react to decisions after they have been made.” These sentiments echo among other participants as well. Several faculty members indicated that good communication was needed between approachable administration and faculty to facilitate a sense of inclusion. This communication also leads to a sense of community. While “shared suffering” was reported as a necessity, so was shared space. One participant reported that the composition faculty was divided between two buildings, which disrupted this “shared space” leading to feelings of isolation and being marginalized. In a perfect situation, each member would be valued for what he or she brings to the program, and the community identity would foster shared governance and cooperation among colleagues of any level, ultimately improving morale.

Faculty-related issues also were cited as hindrances to morale. One common issue was online faculty who often felt isolated because they were not physically present on campus. Likewise, their resident counterparts reported a disconnect from their online counterparts because they were not on campus, and “hallway moments” could not happen. One participant expressed discontent that these non-resident individuals did not share in the delegation of work. The disruption of the community can further be affected by active members of the community neglecting to involve those who are quiet. Thus, the term “clique” was reported. In this context, the connotations vary. Cliques form out of necessity simply because others will not volunteer. Therefore, the same faculty who actively participate are responsible for the developments and decisions for the program, especially in a collaborative environment. A second negative connotation reported was that the administration favored certain faculty and delegated jobs and policy decisions to those individuals who did not always have the program’s best interests at heart. Finally, the division between faculty classifications creates tension among the faculty. Graduate students commented that Non-tenured faculty teach the bulk of composition courses and report marginalization by the Tenured/Tenured-track faculty in the department. Graduate Teaching Assistants and Adjuncts also indicated feelings of lack of respect and lack of autonomy by higher classifications of faculty. In summary, all of these elements disrupt the maintenance of morale, participation, and satisfaction of a composition community regardless of the program model used.

Applied to the current CARDS model, we learned that the Collaborative model is the most effective in promoting morale and satisfaction within a writing program. However, the concept of space as we originally conceptualized it with our model needed to be redefined. Space could no longer be considered a physical concept alone when working with contingent faculty who resided outside of the campus community and who taught in a virtual space or outside of a traditional work day (i.e., evening courses). Those hallway moments cannot be facilitated if the hallways are no longer a shared space. We needed to seek alternatives to physical, face-to-face interactions and provide alternate opportunities for program engagement that would ease resentment of non-participation expressed in the survey comments. Thus, the revision of the collaborative CARDS model had to consider the barriers articulated by our current adjunct faculty.

### **Adjunct Perceptions Survey**

Based on the survey results and our experiences, we believe it important for everyone to participate in program activities. In recent years we have seen a decline in adjunct involvement and wanted to determine its cause. After analyzing the data from the national survey, we surveyed our own adjuncts to assess their feelings of inclusivity in our program (for questions, see Appendix B). Arnold et al (2011) suggested “Before assuming we know what’s best for what is obviously a highly diverse population, it might be more ethical to ask individual faculty members how they would define themselves and what role they want to play in our writing programs.” We surveyed all English adjuncts at our institution; 8 out of 21 responded, and we discovered that only half of those felt as though they were a part of the team. However, all added that their reasons for feeling like outsiders was due to their primary obligations being to their (other) full-time jobs as well as their families. Many suggested that they would prefer a weekend or evening meeting time. One respondent stated, “I would love to come visit (names to faces sort of thing). Meetings held some other time than lunch; lunch is already filled with work!” Another respondent added, “I used to feel very included when I was on campus. It’s a little more difficult with being a full-time teacher and being unable to meet face-to-face.”

Seven out of eight stated that they would be interested in team building workshops such as writing workshops, writing retreats, collaborative projects, luncheons, etc., but over half indicated that they live too far to be able to attend and cost would be a concern. One respondent noted that they liked the Canvas feature of being able to participate in meetings online or listen to the meetings at their convenience, yet, another suggested starting an application in Canvas to include adjuncts in meetings. Although we use the Collaborative model, relatively few of

our adjuncts who responded feel included as a part of the department. Our results were similar to the national results which indicated that we need to increase and improve communication so that everyone is aware of the many options to be able to participate in meetings and feel included as a part of the team.

### ***Adjunct Survey Implications***

The data we collected indicates that although many of the adjuncts do not feel as though they are a part of the team or included in department decision making, *no one* reported being dissatisfied with their job or even somewhat dissatisfied (see Figure 2). Most stated that they would recommend their job to a colleague (see Figure 3), although there is a slight decline in the number of people who feel invested in the program (see Figure 4). After analyzing the results of the adjuncts at our institution, we realize that our results are closely aligned with those on the national level. The primary contributing factors to the decline in adjunct faculty feeling included as a part of the department are attributed to time constraints, prior obligations to their primary jobs and families, and geographical locations. We used this information to make modifications to our meetings to be more inclusive of the adjuncts that have been unable to participate in meetings.

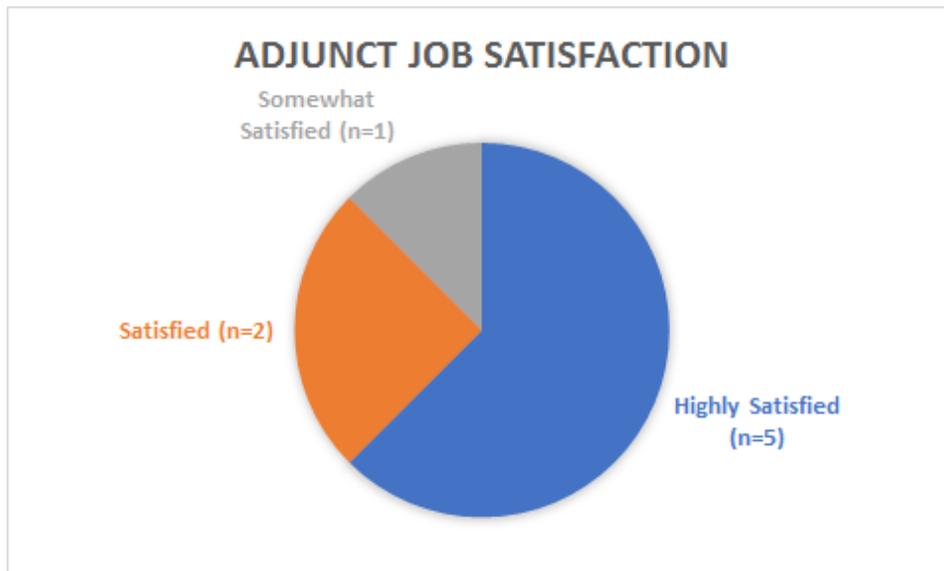


Figure 2. Adjunct Job Satisfaction

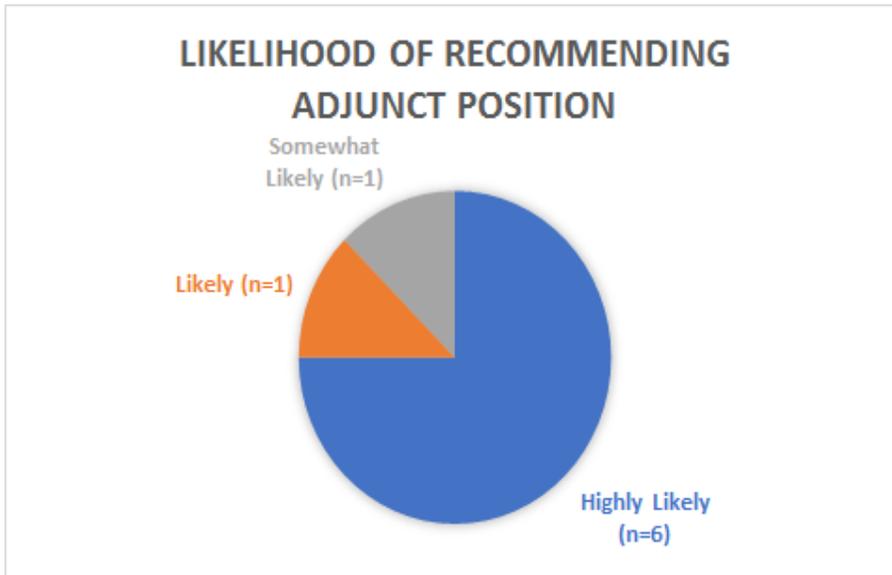


Figure 3. Likelihood of Recommending Adjunct Position

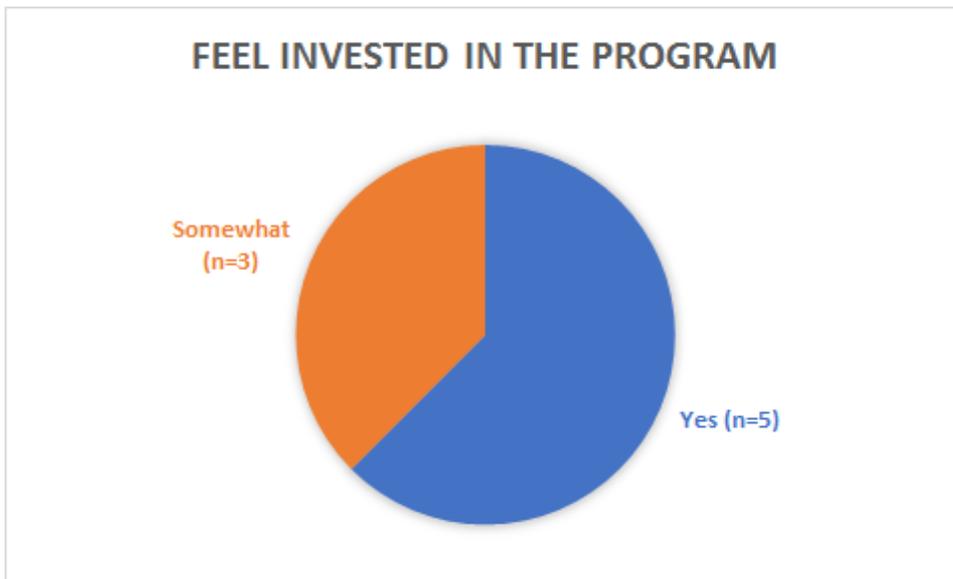


Figure 4. Feel Invested in the Program

***Revising for Online Faculty Inclusion***

In response to the surveys, our department has made and will continue to make modifications to be more inclusive of our distant adjuncts. Since technological advances in our writing program contributed to some of the issues

with the Collaborative model, we decided to use other technological advances to remedy the situation. Through the Composition Instructors Listserv, we send reminders and invitations to the entire department to join the CARDS meetings. Since physical space and attendance at meetings became barriers to the inclusion of distance instructors and because the CARDS gatherings themselves are an important professional development opportunity, we use web conferencing software to live stream meetings. Despite this modification, internet connections and people's individual schedules still make attendance an issue.

Nevertheless, we have several adjuncts who attend the meetings through online web conferences. The meetings are also recorded to be watched later if people are busy at that time, as many of our adjuncts are during the day. Recording the meetings enables everyone to watch the meetings at their convenience. Our collaborative meetings are the lifeblood of our group. They give us the opportunity to come together and ask questions, share stories, share new research, share what is working and not working in the classes. Without these meetings, we would be isolated in our teaching, not knowing what other faculty are doing or how other instructors' students are experiencing readings and assignments. Therefore, it is a priority to engage all instructors, including adjuncts.

To engage not only adjuncts but the entire department, we also recognize the need to create more community moments to replace the missed "hallway" opportunities reported in our national survey. The Dual Credit Academy has provided funding to assist with travel for distant adjuncts to attend professional development workshops, department meeting, and events. We have also planned weekend workshops and family-friendly events to encourage participation and inclusion of all our faculty members. Through our surveys, we recognized a need to expand our concept of space to include both physical and virtual as well as the availability of synchronous and asynchronous collaborations.

Technology helps achieve some of these important goals. After the university transitioned to Canvas as a Learning Management System, we developed an English Faculty Collaborative, which provides one centralized area for all levels of faculty to meet and collaborate. However, one weakness of the group is that adjuncts are not as closely integrated as they once were when all regularly attended meetings in person. To remedy this issue, we have started a discussion board within Canvas as an extra means to foster communication within the department. Recently, we have divided the collaborative to highlight English Composition issues and use the forum to post syllabi, resources, readings, and meeting minutes.

Additionally, we utilize the Listserv as a space where we can share information and ask questions outside of the semi-weekly meeting times. We do our best with the resources available to us to promote research and scholarship among all levels

of our department. Russell A. Berman (2012), in his “Introduction” to the 2012 issue of *Profession*, affirmed,

the necessity of pursuing institutional support for all faculty members to continue their intellectual growth--another name for research--as a source of vitality for their teaching, not to mention as an ongoing contribution to the wider scholarly community of learning. If we slide further toward a society divided between researchers who teach little and teachers who have little support for research and whose contribution to scholarship is demeaned on the basis of their rank, the whole enterprise will founder. (6)

We want more people to take advantage of the opportunities offered to them. The WPA shares all relevant calls for papers and proposals, research grants, and conferences as part of our ongoing pursuit of scholarship among our members. As a whole, we think it is important to involve full-time lecturers, part-time adjuncts, graduate students, and even undergraduate students in research projects.

Schell (1998) writes that her program held the following similar type of activities to engage faculty at her institution:

monthly faculty development workshops where a panel of instructors presented assessment methods, new assignments, or classroom activities; syllabus groups for TAs, instructors, and professors that met to discuss the formation and implementation of the new curriculum; a composition theory and pedagogy reading group for all writing faculty that met monthly to discuss a core set of readings; and a Speaker Series (for which we received both internal and external funding) that brought in nationally recognized composition scholars to speak on topics relevant to the new curriculum, such as portfolios, the role of reflection, and the cultural studies approach to writing instruction. (72)

However, she writes that some faculty did not attend the workshops due to lack of incentives or not being able to afford the time, an issue we constantly encounter in our own program.

The WPA in our program has developed a training module for new adjuncts in Canvas, our online platform, consisting of several readings, in addition to the Canvas training provided by the university. New instructors read the “Faculty Guidebook,” a memo regarding dual credit procedures, the “Dual Credit Handbook,” and although they are not Graduate Teaching Assistants, we have them read the “GTA Handbook” because it contains useful information for them that they might not acquire in another way. Since we teach according to the writing-about-writing approach and some new faculty are not familiar with this, we have them read “Teaching about Writing, Righting Misconceptions: (Re)envisioning ‘First-Year Composition’ as ‘Introduction to Writing Studies’” by Doug Downs and Elizabeth Wardle. The final part of the training module is a web conference session

where the WPA meets online with the new instructors to review policies and answer questions. This meeting is completed online because rarely are the new adjunct instructors able to attend a face-to-face session due to distance or regular job duties.

Clearly, including the adjuncts who spend little time on campus remains a challenge, especially as the program continues to grow. But an advantage to having this diverse group of adjuncts is the expertise they can bring. Several of the online adjuncts have areas of expertise and/or have or are currently pursuing doctoral degrees. For example, one adjunct is the past president of an international organization focused on writing centers, while another is an expert on writing fellows. Others have published books in literature and creative writing. These individuals are valuable assets to the program and need to be utilized for faculty development. By bringing them on campus for faculty development workshops or training graduate students, the program is trying to engage adjunct faculty and honor their value and commitment to the program to include them and to increase morale.

One such workshop was offered by Dr. Mary Carter. In this webinar, Dr. Carter trained writing tutors for best practices in Writing Fellows Programs. As a follow-up, Carter held a live workshop on campus to kick off the fall semester to which we invited all adjuncts, lecturers, and tenured faculty. She returned in the spring to provide a peer review workshop for faculty which fostered an alignment of pedagogical practices. We plan to hold workshops like these regularly and feature our adjuncts as guest speakers.

However, we also need to acknowledge the contribution of those adjuncts who work full-time as K-12 teachers. Their experiences with writing in the elementary and secondary education fields can foster discussions of alignment of programs. If adjuncts can have a “take away” that parallels with their full-time employment, they may become more invested in the university program. Likewise, we need to show the value of their participation in our Collaborative model as it would enhance our own program at the university level. We desire to engage adjuncts in the program by showing them that they can valuably contribute to and improve our curriculum and pedagogy.

It is obvious from the adjuncts’ responses that they wish for us to have meetings and events after 5:00 PM and on weekends. Unfortunately, these evening meeting times are difficult for the full-time faculty who have family and childcare obligations or who have a long commute. To accommodate adjunct schedules, the WPA on occasion has met adjuncts after 5:00 PM and in different cities. Two years ago, the College of Arts and Sciences held an adjunct appreciation event in the evening; however, no English adjuncts attended. This past summer, we invited adjuncts to participate in after-hours (5:15 PM) info fairs for new students, and we had one adjunct who volunteered. Face-to-face attendance is difficult but would

help bridge the gap between full-time faculty and adjuncts. Nevertheless, we need to build a community with these contingent faculty. By planning family-friendly events during evening or weekend hours, we can establish a sense of community which may entice more service participation. We can also alternate between social events and professional development events.

In the meantime, we continue to utilize technology to attempt to engage these faculty members. The discussion forum suggested by one adjunct member has provided the opportunity for distant faculty to post questions for the program, which can be answered on the forum and/or brought to CARDS meetings for further discussion. We continue to utilize the Listserv that all adjuncts are on because it has served as a popular vehicle of communication for all composition questions compared to participation in Canvas media. For instance, the minutes to all the CARDS meetings and the video recordings are posted on Canvas, but from the adjunct survey responses, it appears that not all adjuncts go there to view/read these items. In response to this, the WPA and the Assistant Director of Composition will send a reminder email to the Listserv when the meeting minutes are posted. From the responses about not being aware of what is going on, it seems we need to be more proactive in advertising department events and meetings. We recognize that increasing and improving communication within the department requires continuous effort.

### ***A Positive Note***

These few alterations so far have generated positive comments from our adjunct faculty. On June 9, 2018, the WPA received a letter addressed to the CARDS group:

Dear Composition Comrades,

I appreciate all the ways you make me feel included as an adjunct. I also adjunct for another college, and I never hear from them. I think you are ahead of the game then because I watch the CARD recordings and am part of this listserv, etc. As I live in East Texas (about 7.5 hours from y'all) and am a mother of three young children, it will be unlikely that I can attend these events. Please know it's not from lack of desire. I appreciate your efforts, and I do feel included. Actually, I feel guilty for not attending these events.

Just wanted to give you a pat on the back for reaching out to us as much as you do. I honestly only hear from the other school like twice a semester, and it's just about syllabus and grade deadline-type mass e-mails.

Thanks again,

[Name withheld so as not to insult the other school]

This letter highlights the positives of engaging adjuncts. Adjuncts want to actively engage in the program. However, other employment, as well as distance and family life, hinder involvement. As evidenced by this letter, our adjuncts appreciate our inclusion of their thoughts and our methods of collaboration through CARDS. To have a truly Collaborative program, everyone needs to participate. There is not a lack of desire, but rather many outside factors that need to be accounted for when attempting to include adjuncts in a Collaborative writing program.

The goal of the program is to enrich composition studies through the expertise of all faculty involved, whether contingent or not. We recognize the contribution potential of those adjunct faculty who are currently employed in K-12 education. While we have attempted collaborative vertical alignment with local high school writing programs in the past, future investigation can center around Collaborative administrative models to bridge any gaps in writing between secondary and post-secondary writing programs. First, however, we need to engage the adjuncts so that they are contributing members of a university writing program. By following our Collaborative model, university writing programs can improve overall program satisfaction, on all levels with all faculty, while at the same time laying the foundation for collaboration between the university composition program and other college and post-secondary writing structures in the community.

## Appendix A

### Composition Attitude Survey Questions

1. What is your current employment classification?
2. At what type of institution do you currently work?
3. Have you worked in other writing programs outside of your current program?
4. If you answered yes, how many?
5. Check all that apply: I have currently taught at
  - PhD granting institution
  - Master's granting institution (no PhD programs)
  - Bachelor's granting institution (no PhD or Master's programs)
  - Junior/Community College (Associate Degree granting)
  - Technical College (Certifications only)
6. From the following choose the one answer that best describes the structure of your composition program:
  - Collaborative Governance
  - Committee
  - Top-Down Hierarchy
  - Full Instructor Autonomy

7. On a scale of 0-5 with 5 being extremely satisfied, how satisfied are you with your writing program.
8. On a scale of 0-5 with 5 being extremely satisfied, how satisfied are you with the curriculum of your writing program?
9. On a scale of 0-5 with 5 being extremely satisfied, how satisfied are you with the administration and structure of your writing program?
10. On a scale of 0-5 with 5 being extremely satisfied, how satisfied are you with the faculty development opportunities in your program?
11. In regards to the previous question, if you are offered development opportunities, briefly state what those opportunities are.
12. On a scale of 0-5 with 5 being extremely involved, how much do you participate in your writing program administration?
13. In regards to the previous question, please explain your participation level.
14. What suggestions would you provide to encourage more participation in your program?
15. On a scale of 0-5 with 5 being excellent, how would you describe the morale in your program?
16. In reference to the previous question, how does your program maintain or fail to maintain morale?
17. On a scale of 0-5 with 5 being excellent, how open is your program to the expression of new ideas?
18. On a scale of 0-5 with 5 being excellent, how easily are conflicts within the writing program resolved?
19. On a scale of 0-5 with 5 being excellent, how supportive is the program of instructors during grade disputes with students?
20. On a scale of 0-5 with 5 being excellent, how supportive is the program of instructors in regards to upper administrative?
21. On a scale of 0-5 with 5 being extremely similar, how would you compare your experiences in your current program to other programs in which you have worked?
22. Additional Comments: Please use the space below to elaborate on one or more of the questions above or to provide final comments about your satisfaction or lack of satisfaction with your current program.

If you would be willing to elaborate on your answers in a follow-up interview, please provide your contact information in the space provided

**Appendix B**

Adjunct Survey

1. Do you feel included in department decision making?
2. If not, what changes would need to be made to feel more included?
3. Would you be interested in team building workshops such as writing workshops, writing retreats, luncheons, etc.?
4. Rate your job satisfaction. 5 is the highest satisfaction, and 0 is not satisfied at all.  
0 1 2 3 4 5
5. How likely are you to recommend your job to a friend?  
0 1 2 3 4 5
6. Do you feel invested in your department program?  
Yes No Somewhat
7. Do you have any suggestions for improvement? If so, please comment below.

**Appendix C**

Tables and Figures

Table 1a

*Descriptive and Inferential Statistics for Curriculum Satisfaction Between Governance*

*Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)
Power			
Collab.	10	4.20 (.63)	$F(3, 57) = 8.47, p < .001^*$
	.99		
Committee	36	3.61 (1.08)	
Top Down	11	2.27 (.90)	
FIA	4	2.75 (.50)	

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 1b

*Post Hoc Analysis for Curriculum Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.33	.000* (2.48)	.06
Committee		.001* (1.35)	.34
Top Down			.83

*Note.* \* Indicates significance at alpha = .05. Effect sizes (Cohen's d) are reported in parentheses.

Table 2

*Descriptive and Inferential Statistics for Admin Structure Satisfaction Between Governance Styles*

	N =	Mean	Contrast (N = 61)
Power			
Collab.	10	4.00 (.67)	$F(3, 57) = 2.52, p = .067$
		.59	
Committee	36	3.39 (1.25)	
Top Down	11	2.73 (1.68)	
FIA	4	2.25 (2.06)	

*Note.* Standard deviations are in parentheses.

Table 3a

*Descriptive and Inferential Statistics for Faculty Development Satisfaction Between*

*Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 60)
Power			
Collab.	10	4.30 (.82)	$F(3, 56) = 9.15, p < .001^*$
			.99
Committee	35	2.80 (1.35)	
Top Down	11	1.55 (1.81)	
FIA	4	1.00 (1.41)	

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 3b

*Post Hoc Analysis for Faculty Development Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.019* (1.34)	.000* (1.96)	.001* (2.86)
Committee		.052	.075
Top Down			.91

*Note.* \* Indicates significance at alpha = .05. Effect sizes (Cohen's *d*) are reported in parentheses.

Table 4a

*Descriptive and Inferential Statistics for Participation in Program Admin. Between*

*Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)
Power			
Collab.	10	3.90 (1.66)	$F(3, 57) = 4.59, p = .006^*$
		.87	
Committee	36	3.31 (1.69)	
Top Down	11	1.36 (1.69)	
FIA	4	3.25 (2.36)	

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 4b

*Post Hoc Analysis for Participation in Program Admin. Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.771	.007* (1.52)	.92
Committee		.010* (1.15)	1.00
Top Down			.25

*Note.* \* Indicates significance at alpha = .05. Effect sizes (Cohen's *d*) are reported in parentheses.

Table 5a

*Descriptive and Inferential Statistics for Overall Satisfaction Between Governance Styles*

	N =	Mean	Contrast (N = 60)
Power			
Collab.	10	4.20 (.63)	$F(3, 56) = 7.84, p < .001^*$
	.99		
Committee	35	3.54 (.85)	
Top Down	11	2.45 (1.29)	
FIA	4	2.50 (1.00)	

*Note.* Standard deviations are in parentheses. \* Indicates significance at alpha = .05.

Table 5b

*Post Hoc Analysis for Overall Satisfaction Between Governance Styles*

	Committee	Top Down	FIA
Collab.	.21	.000* (1.72)	.015* (2.03)
Committee		.007* (1.00)	.16
Top Down			1.00

*Note.* \* Indicates significance at alpha = .05. Effect sizes (Cohen's d) are reported in parentheses.

Table 6

*Descriptive and Inferential Statistics for Morale Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)
Power			
Collab.	10	3.50 (.71)	$F(3, 57) = 1.73, p = .17$
		.42	
Committee	36	3.08 (1.23)	
Top Down	11	2.45 (1.04)	
FIA	4	2.75 (.50)	

*Note.* Standard deviations are in parentheses.

Table 7

*Descriptive and Inferential Statistics for Expression of New Ideas Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 61)
Power			
Collab.	10	4.30 (.82)	$F(3, 57) = 3.07, p = .035^*$
		.69	
Committee	36	3.83 (1.30)	
Top Down	11	2.91 (1.38)	
FIA	4	2.75 (1.50)	

*Note.* Standard deviations are in parentheses. \* Indicates significance at  $\alpha = .05$ .

Table 8

*Descriptive and Inferential Statistics for Conflict Resolution Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 57)
Power			
Collab.	10	3.80 (.92)	$F(3, 53) = 1.61, p = .20$
		.40	
Committee	33	3.24 (1.39)	
Top Down	10	2.60 (1.71)	
FIA	4	2.50 (1.29)	

*Note.* Standard deviations are in parentheses.

Table 9

*Descriptive and Inferential Statistics for Grade Dispute Support Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 57)
Power			
Collab.	10	4.40 (.70)	$F(3, 53) = .562, p = .64$
		.16	
Committee	33	4.21 (1.11)	
Top Down	10	3.80 (1.40)	
FIA	4	4.25 (.50)	

*Note.* Standard deviations are in parentheses.

Table 10

*Descriptive and Inferential Statistics for Upper Admin. Support Between Governance Styles*

	<i>N</i> =	Mean	Contrast ( <i>N</i> = 53)
<b>Power</b>			
Collab.	10	4.30 (.82)	$F(3, 49) = 2.62, p = .061$
Committee	30	3.83 (1.12)	
Top Down	9	3.22 (1.30)	
FIA	4	2.75 (1.26)	

*Note.* Standard deviations are in parentheses.

Figure 1. Average Data for Writing Program Governance Types

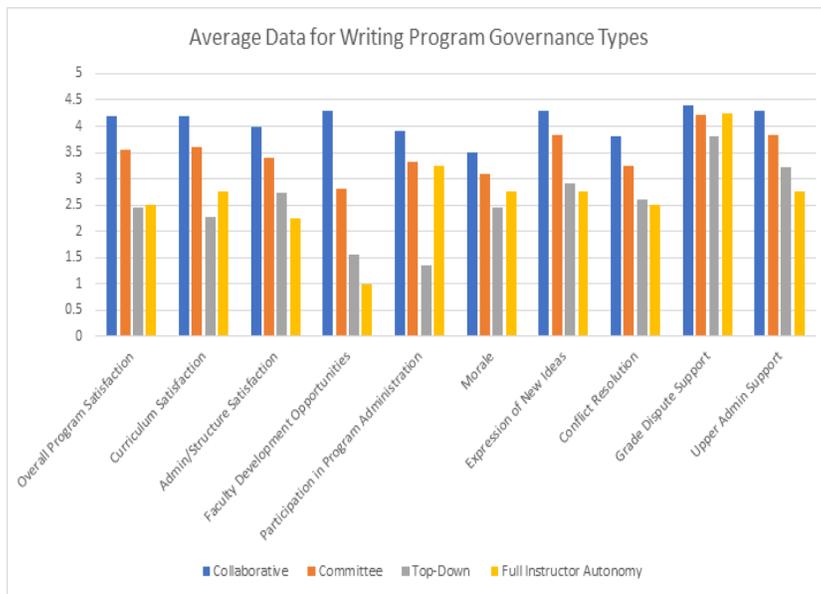


Figure 2. Adjunct Job Satisfaction

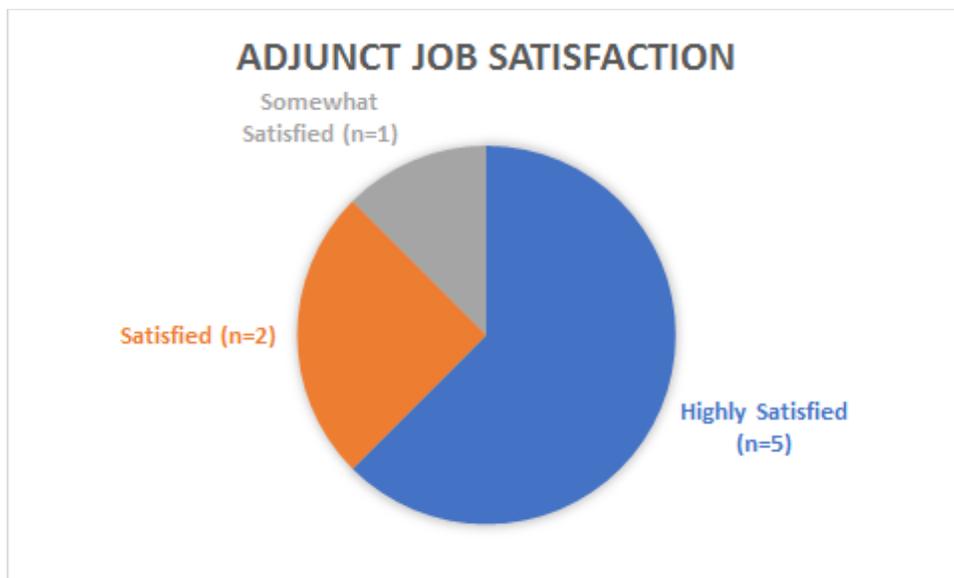


Figure 3. Likelihood of Recommending Adjunct Position

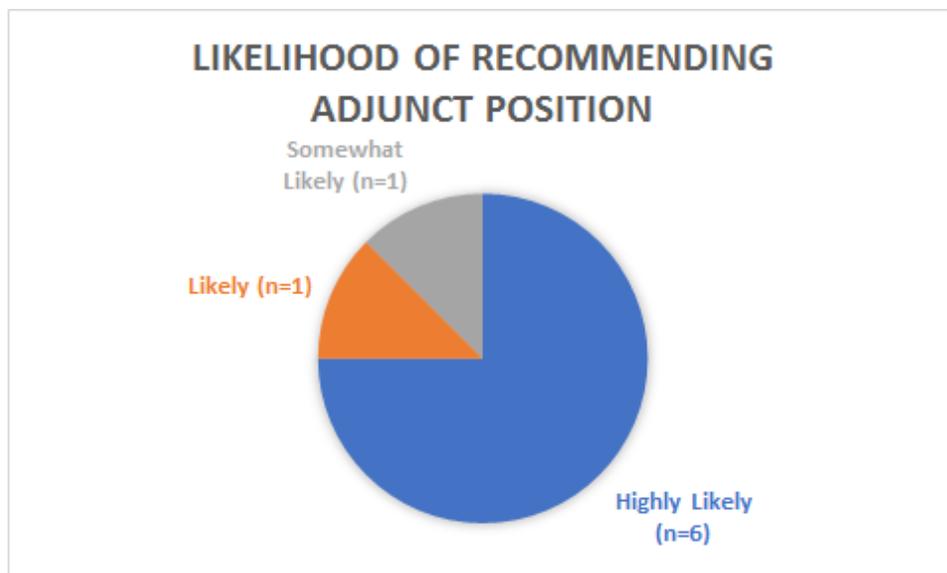
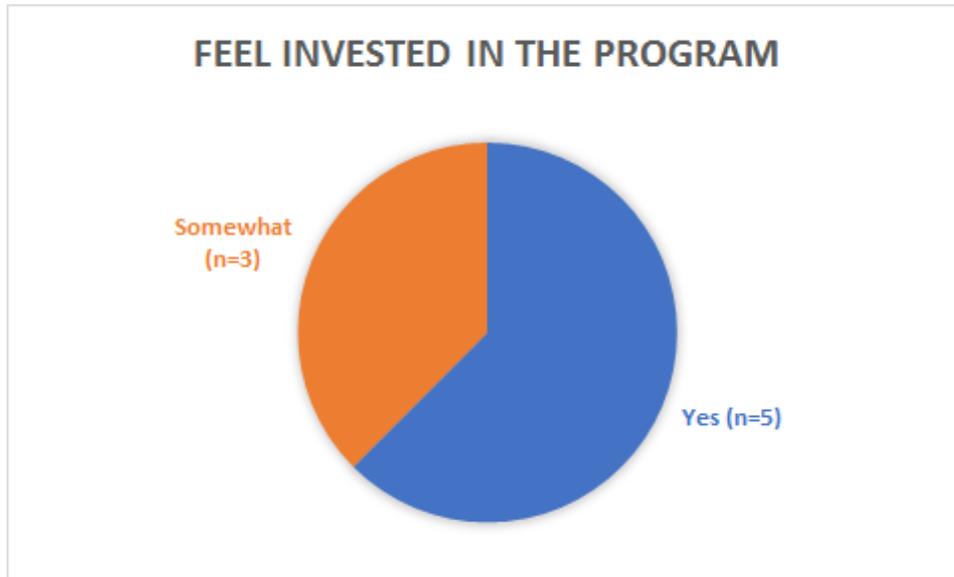


Figure 4. Feel Invested in the Program



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