PARS for Writing Programs

In the fall of 2019, the WAC Clearinghouse released our first book, *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors*. In our text, we explored the PARS approach to online writing instruction which we developed in 2015 along with our website, The Online Writing Instruction Community.

With the PARS approach, we drew on some very basic but fundamental best practices of writing instruction.

In 2021, we released our follow up book, our first edited collection, *PARS in Practice: More Resources and Strategies for Online Writing Instructors* in which a group of amazing authors offered more resources and strategies for online writing instruction using our PARS approach.

Now, we aim to take another practical focus and create an edited collection for writing program leaders/administrators who have online courses in their programs.

Therefore, we invite chapter ideas for our upcoming edited collection, with the WAC Clearinghouse.

About the PARS Approach

The PARS philosophy to OWI was created out of our shared passions for teaching online and for the game of golf. We created an easy-to-remember acronym (because academics love acronyms!) that encompasses our strategy and approach to OWI.

In golf, the term "par" stands for the number of strokes a golfer is expected to take on a particular hole; it's the score a scratch golfer with a zero handicap (i.e. a really good player, not like us!) would expect to make. Shooting a par score is a goal for many experienced and inexperienced golfers. Golf is a great game for novices to learn and play over time, people who play golf get good enough at the game that a "par" on a hole becomes a reality; with practice everyone gets better. The more pars, the better!

We feel the same can be said for online writing instruction, administration, and course design. When we play (teach, administer or design an OWI course) and get small "wins" we want to keep going and make ourselves better. We feel that no one needs to be an expert going into distance education, but everyone can improve their online teaching/administration/course design game with proper support and a great approach, like PARS.

Let's be honest, the past few years have been crazy! As an administrator or leader in a quasi-administrator role, how did you handle it? What did you do? What worked? What failed? What did you learn? How did you keep your programs going, your faculty invested, and your students connected via online spaces? Did you consult the decades of OWI research? Did the PARS approach help you and your program? We view OWI as a community, and this is another chance for you to share your voice with other writing program leaders who might be in your position to benefit from your knowledge and experience.

To be clear, this is not a reflection on the COVID-19 pandemic book. Online writing instruction existed prior to the pandemic and will exist after. So, we would love to hear what you and/or your writing program leaders team did prior to the pandemic or what you're doing now to successfully run your writing program with online writing courses.

Our hope is that the chapters in this volume will be short and practical "how tos" from writers who lead or help lead programs with online writing courses. We would like chapters that offer readers structured and implementable things they can try in their online writing programs which would make a big impact on the student and faculty user experience. We encourage potential authors to incorporate the PARS approach and/or one of the PARS elements (personal, accessible, responsive, strategic) in their suggested chapter ideas.

Whether you're a WPA, an assistant WPA, a graduate student who functions as an assistant to the WPA, a contract NTT leader of a writing program, etc. we want to hear from you! We are interested in the work that happens in all positions of leadership within writing programs across the country. We aim to compile this edited collection from writing program leaders (in various positions) to discuss their experiences, successes, and challenges of being in charge of programs with online writing courses.

This edited collection is under contract with the WAC Clearinghouse. Proposals are for chapters of 3000-5000 words in length that focus on how you administer the online courses in your writing programs and/or how you or your program uses PARS to create more effective user experiences. We aim to compile a practical edited collection in which writing program leaders (in various roles) discuss their experiences, successes, and challenges of leading programs with online writing courses.

Potential topics include but are not limited to:

- Pre-designed courses
- Shared syllabus
- Shared assignments
- Training and support for online faculty
- Mentorship/ongoing support for online faculty
- Class size for online courses/number of sections to run, etc.
- Evaluation for online instructors that teach in the program
- Working with faculty to improve their online teaching skill sets
- Learning Management System training and/or university required training for online teaching
- Managing faculty and adjunct faculty
- Program Assessment
- Curriculum design/redesign
- Collaborative leadership and collaborative operational work in writing programs
- Creating a sustainable program for future leadership
- Gaining funding/recognition for your department

Proposal Requirements

- 500 to 750 words (not including references)
- clear take-aways and/or applications for reading audience

- clear connection to collection's anticipated audience (those that run or help run writing programs in various roles within their university)
- Suggested research (include a minimum of 5 possible sources in APA format)
- Short author bios (250 words or less) for all authors for proposed chapter
- Golf language, play on terms/words/or puns appreciated but not required :)

Rough Timeline for Submission and Publication (dates subject to change)

Proposals Due	April 24th 2022
Proposal decisions	May 2nd 2022
Draft of chapters	June 5th 2022
Feedback on drafts	June 19th 2022
Revised manuscripts	July 8th 2022
Peer Review	July 24th 2022
Revised manuscripts	August 7th 2022
Submission to WAC Editors	August 8th 2022
Feedback on drafts from WAC Editors	TBD
Revised manuscripts	TBD
Submission of manuscript to WAC Editors for final edits/revisions/publication	TBD
Online publication	Spring 2023
Print publication	Spring 2023

Prior to submitting a proposed chapter, we encourage submitters to review our accompanying website, The Online Writing Instruction Community (www.owicommunity.org) and our books, *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors* (https://wac.colostate.edu/books/practice/pars/) and *PARS in Practice: More Resources and Strategies for Online Writing Instructors (https://wac.colostate.edu/books/practice/pars2/)*

Twitter: @theowicommuity
Facebook: facebook.com/groups/owicommunity

We also encourage submitters to communicate with us, jessieborgman@gmail.com and cremcardle@gmail.com throughout the submission process as we are more than happy to brainstorm and refine chapter ideas with you prior to proposal submission.

We're really excited about this collection and hope you are too! We look forward to reading your proposals and getting started on this project!

Please send proposals to: theowicommunity@gmail.com no later than April 24th 2022.

This book is under contract with the WAC Clearinghouse. https://wac.colostate.edu/books/. The final version of the book will appear in digital and print format.

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