

STATEMENT OF ADMINISTRATIVE PHILOSOPHY

My future life as an administrator would always begin in my local context and take into consideration the material conditions of both teachers and students within the larger institutional structure. My philosophy is grounded in the feminist tenets of hope and care, as my administrative style is focused on building and maintaining interpersonal relationships. I believe that administrative work is done most effectively by understanding and communicating the needs and desires of those with whom the administrator works. Below is a list of key objectives that are reflective of my values and beliefs about writing, teaching, and administration.

Effective communication. An effective administrator is a clear communicator. It is vital to relay program information in a clear, timely, and transparent fashion. I believe that to gain respect, I would need to communicate my administrative decisions clearly to all program participants and stakeholders. It is also necessary to be able to listen well to my fellow teachers and coworkers, as each individual experience builds on the next to create a collaborative writing program, writing center, or first year composition atmosphere.

Teacher training and professional development. I value the ability to implement effective training opportunities for those educators. Additionally, I believe there is invaluable benefit given to students whose teachers are excited about and active in learning and improving their pedagogies. By leading and participating in training with other educators, I would work to broaden my understandings and implement effective learned strategies.

A culture of writing. As an administrator, I would seek to instill a culture of writing by encouraging others to incorporate real-life situations, identities, genres, and expectations into their written assignments, whether in my own department or program, or across the curriculum/disciplines. It is important to make the program visible to the public. Doing this job effectively would require me to understand and cultivate the current vision of a program while also being open to and supportive of innovations, new ideas, and creative energies that may be brought to it. I hold my writing students to the highest expectation of celebrating one other's diversity and shared humanity, and I have the same standards of myself as an administrator.

A teaching and research community. I hope to ever remain a lifelong learner and teacher. I thrive when working with students and training other teachers. An administrator must remember what it's like to be in the classroom, "on the ground" each day. Furthermore, to effectively gauge what is working well in a program and what problematics may exist, I plan to work with my teacher-scholars to further the research agendas of the program and their own action research to revise and refine their teaching practices and the classroom and program environment.

Connecting local context to the field. In advocating for a culture of research and continued learning, I would be able to utilize what's happening in my local context and connect what we do to the larger implications in the fields of writing program administration and rhetoric and composition. The multifarious responsibilities of an administrator will require me to wear many hats and hone the personality traits of patience, organization, humility, and resilience.