

## Writing Program Administration

*Journal of the Council of Writing Program Administrators*

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# Council of Writing Program Administrators

The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition or writing programs, coordinators of writing centers and writing workshops, chairpersons and members of writing-program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges and the Modern Language Association.

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# Author's Guide

*WPA: Writing Program Administration* publishes articles and essays concerning the organization, administration, practices, and aims of college and university writing programs. Possible topics include the education and support of writing teachers; the intellectual and administrative work of WPAs; the situation of writing programs, within both academic institutions and broader contexts; the programmatic implications of current theories, technologies, and research; relationships between WPAs and other administrators, between writing and other academic programs, and among high school, two-year, and four-year college writing programs; placement; assessment; and the professional status of WPAs.

The previous list is meant to be suggestive, not exhaustive, but contributions must be appropriate to the interests and concerns of those who administer writing programs. The editor welcomes empirical research (quantitative as well as qualitative), historical research, and more theoretically, essayistically, or reflectively developed pieces.

The length of submissions should be approximately 2000 to 5000 words, although the journal occasionally will publish shorter or longer pieces when the subject matter warrants. Articles should be suitably documented using the current *MLA Style Manual*. Please submit three copies of manuscripts, with the author identified only on a separate cover letter. Include a self-addressed stamped envelope if you would like a copy returned. Submissions are anonymously reviewed by the Editorial Board, and the editor aspires to a response time of approximately ten weeks.

*WPA* publishes reviews of books related to writing programs and their administration. Publishers are invited to send appropriate professional books to the Editor, who assigns reviews. *WPA* also publishes an annual review of textbooks; publishers should contact the Managing Editor.

Authors whose works are accepted for publication will be asked to submit final versions in both print and electronic form. *WPA* is produced with Pagemaker 4.2 for the Macintosh. (Articles submitted in Word for the Macintosh will greatly facilitate production, although we have the capability to translate among many Macintosh and PC programs.) Authors will also be asked to submit a 100-word biography for inclusion in the "Notes on Contributors" section of the journal.

Article deadlines: Fall/Winter issue, April 1; Spring issue, September 1. Relevant announcements and calls for papers are also acceptable. Announcement deadlines: Fall/Winter issue, September 1; Spring issue, January 1.

Address articles and editorial correspondence to Douglas Hesse, Editor, *WPA*, 4240 Department of English, Illinois State University, Normal, IL 61790-4240. E-mail: ddhesse@ilstu.edu.

Address subscription and membership inquiries to Jeffrey Sommers, Secretary-Treasurer, *WPA*, Department of English, Miami University, Oxford, OH 45056. (See subscription and membership form at the back of the journal.)

Address advertising inquiries to the Editor at the address above.

Address inquiries about the *WPA* consultation/evaluation service to Ben W. McClelland, Department of English, University of Mississippi, University, MS 38677.

The Council of Writing Program Administrators

Invites you to the  
**Summer Workshop for WPAs**

July 24-27, 1995

&

**Annual WPA Conference**

July 27-30, 1995

Western Washington University in beautiful Bellingham, Washington

**Multiple Possibilities: Expanding Our Influence/Making a Difference**

**The WPA Workshop** (*Limited to 25 Participants*)

Includes discussions and presentations on: Developing Faculty and Staff; Grading, Assessment, and Portfolios; Case Studies on Harassment, Promotion, and Departmental Politics; Program Enhancement and Evaluation; and Curriculum Development. Workshop Leaders: Charles I. Schuster and Kathleen Blake Yancey

**The WPA Conference**

Guest Speakers include

Victor Villanueva, Northern Arizona University

Kathleen Blake Yancey, UNC-Charlotte

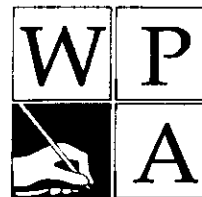
Ellen Wert, Program Officer, Pew Charitable Trusts

Other sessions will be built around papers submitted by March. Focuses will include building alliances (K-12 and college), multiculturalism, and creating opportunities for transdisciplinary reform. The schedule includes time for informal conversation and recreation, including mountain and bayside walks and conversation with WPA friends and colleagues.

- Fly in to Seattle or Bellingham; free shuttle service from Bellingham Airport.
- Enjoy a friendly and exciting conference devoted to the issues, problems, and solutions of administering writing programs.
- Conference activities include plenary sessions, scholarly papers, coffees and cocktails, an ocean cruise through the San Juan Islands, whale watching, an excursion to Mt. Baker, an Information Exchange, and much more.

For Program Information: Write to: Charles I. Schuster, Department of English, University of Wisconsin-Milwaukee, Milwaukee, WI 53201 (cis@csd.uwm.edu)

For Conference Information: Write to: William Smith, Department of English, Western Washington University, Bellingham, WA 08225 (billsmi@henson.cc.www.edu)



Writing  
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Journal of the Council of Writing Program Administrators

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## Letter from the Editor

"There is nothing which we receive with so much Reluctance as Advice." So begins *The Spectator* of October 17, 1712. If ever he had edited an academic journal, perhaps Addison would have tempered his view, for I've received the advice of the WPA's reviewers rather with gratitude. Six new members join the WPA editorial board with this issue, Thia Wolf, Nathaniel Teich, and Michael Vivion having completed years of very fine reading. I hope you'll keep all of us busy with submissions.

If any theme has combusted from the articles in this issue, it is that of "taking stock." Linda Shamoon, Robert Schwegler, John Trimbur and Patricia Bizzell assess the relationships between composition in its process phase and rhetoric as its possible future. Dave Healy surveys writing center directors and describes some indices (and non-indices) of job satisfaction. Christine Hult explores five political models for writing program administration. Sally Ebest furthers an ongoing concern about the professional status of WPAs generally and women WPAs specifically. Lisa McClure takes her measure of Ed White's second edition, and Paige Smitten inventories new textbooks. After much editorial reflection, I retained the annual textbook list, less as a shopping guide than as a record of scholarship in this genre and as one representation of pedagogical tides.

Taking stock of ourselves is something WPAs do with regularity, vigor, and a measure of defensiveness: here is what we do; here is how and why it should count. Our professional discourse often focuses on such issues and probably needs to. We fret that writing programs are easily dismissed as discount stores within the academy, as Walmarts to departmental Nieman Marcus's, with writing teachers—and WPAs themselves—as seasonal workers or moonlighters. And yet we should remember that status concerns vary in type and importance from campus to campus. Additional issues continue to need our gaze.

Like many of your schools my own has just performed the twin rites of general education reform and re-accreditation, together generating a familiar set of questions. To what extent is the course "freshman composition" a crucial part of "the writing program?" When is a writing course a writing course? When is a writing teacher a writing teacher? When is a writing program a program as opposed, say, to an administrative arrangement? What should the WPA do off-campus, in the schools or the community? Technology. Technology. Assessment. Assessment. As a WPA and as an editor, I define broadly the range of topics that help me understand my thinking and my work. I look forward to reading what you have to say.

*Doug Hesse*

P.S. I invite you to join the WPA e-mail directory. See the call on page 73.