Letter From the Guest Editor

The concept of collaborative writing program administration has been in existence long enough for it to have been enacted, theorized, critiqued, and reconceived. The following pages chronicle this history of collaborative program management. The first several articles reflect the ways in which WPAs and their colleagues have reformulated administrative structures and concepts to achieve a decentering of their program, to establish a more inclusive, more democratic structure—enactments of what might be called the first-generation theory of collaborative administration; the collaborative writing teams of Lynn Meeks and Christine Hult; Anne Aronson and Craig Hansen; and Kitty Keller, Jennie Lee, Ben McClelland, and Brenda Robertson have described programs and methods through which traditional notions of authority and responsibility are recast.

These are followed by second-generation discussions, which consist largely of critiques of collaborative theory in relation to a reality dominated by institutional hierarchy. Many of these analyze the tensions created as well as addressed by collaborative structures, including the articles by Susanmarie Harrington, Steve Fox, and Tere Molinder Hogue; Eileen Schell; and Sharon Quiroz. Broader issues of collaboration, tension, even guilt are taken up by Trudy Smoke and Sallyanne Fitzgerald, who deal with the perspective and role of the administrator within less-than-ideal institutional situations.

In the final group, we see a third phase of discussion, in the form of articles that take the concept of collaboration and broaden its application, reconceiving and repositioning it in ways that are in and yet which nonetheless allow us to transcend institutions, reconsidering how we enter the profession, "teach" the discipline, and relate to a community beyond the academic culture. Chris Anson and Carol Rutz, Brad Peters, Peter Blakemore, Tom Recchio, and Kurt Spellmeyer look at how disciplinarity and institutional practices constrain the ways in which we think about our work—about its (and our) relation to a larger reality. Overall, the articles, while organized according to these varied approaches, "speak" to each other in multiple ways, contradicting, correcting, and informing collaborative intentions and practices.

Much credit for this issue belongs to Doug Hesse and the members of the *WPA* Editorial Board, who supported the issue from first proposal through the time-intensive review period. I am grateful to them for allowing me to serve as guest editor. This is the last issue to appear under Doug's aegis; his final Letter from the Editor appears at the end.

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authors, who produced such engaging work under tight deadlines. Your commitment to collaboration shows.

I hope the *WPA* readership will find much to discuss, debate, and embrace in this issue. Its critical case studies and theoretical treatments differ somewhat from the usual journal contents, to the end of engaging us all in the democratic concerns that distinguish our field from traditional academic cultural values.

Jeanne Gunner

The Council of Writing Program Administrators is pleased to announce

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