

A Letter From The Editors

We have several reasons to be pleased with this issue. Not only are the articles strong contributions to the field of writing program administration, but with this issue we introduce David Blakesley as our new Production Editor. David has recently moved to Purdue University, where he has been provided with excellent editorial assistance as part of their professional writing program. His contribution to the journal will be invaluable, and we look forward to working with him to further strengthen and develop the journal.

In this issue, we have three important articles, each of which reflects the ongoing scholarly projects of the author(s). Drawing from David Bell's work in sociology, Carmen Werder's "Rhetorical Agency: Seeing the Ethics of it All" is part of a larger investigation into power, ethics, and writing program administration that extends over a three-year period, originating in her stimulating presentation at the 1998 CCCCs. Werder's argument that there is an ethical advantage to using what Bell calls "influence" as opposed to "power" or "authority" should resonate across several different discussions currently occupying WPAs. Her depth of experience with this topic is evident in the article. Libby Miles's "Constructing Composition: Reproduction and WPA Agency in Textbook Publishing" likewise grows out of her thorough research into the institutional practices of composition textbook publication. In this piece, Miles uncovers ways of intervening in textbook production that WPAs may be disposed to overlook and nudges us to resist business as usual. And finally, Camille Newton and Ellen Schendel's article, "More Than Meets the Eye: Teaching Portfolios as Sites of Institutional and Disciplinary Inquiry," questions what has become a staple for WPAs, the use of teaching portfolios "to encourage reflection and the (identity) development of a reflective practitioner." Well-grounded in the field's ongoing examination of teaching portfolios, Newton and Schendel turn our attention to the real effects of "institutional forces" on the production of teaching portfolios.

We hope you find this issue invigorating and useful to your work as administrators and scholars.

Marguerite Helmers and Dennis Lynch