

Letter from the Editors

Stepping into the shoes of Greg Glau, Barry Maid, Duane Roen, and, indeed, all the great editorial teams who have served this scholarly venture is a daunting task for us as new editors. However, we are determined to do our best to continue to uphold the high standards of editing this journal as established by our predecessors, and we hope that, as editors, we are able to live up to the confidence expressed in us by the executive leadership of the Council of Writing Program Administrators in supporting our editorship.

We feel that our roles in writing program administration in various types of small- to mid-sized institutions—Deirdre at University of the Sciences in Philadelphia, Bill at College of Wooster in Ohio, and Tim at West Chester University of Pennsylvania—will bring diverse perspectives to our role as editors, and we look forward to the contributions to the ongoing conversation from other WPAs and scholars in all types of settings and all types of institutions.

With this, our first issue, we believe we have a collection of wonderful and important articles which continue the high caliber scholarship *WPA* has historically published. These articles address many important areas which demonstrate the variety and complexity of writing program work, from defining effective class size (Horning), to concepts of knowledge transference (Wardle, Bergmann and Zepernick, Leathers-Dively and Nelms), to relationships and positioning (Janetta, Moscovitz and Petit, Marzluf), to issues of identity (Edgington and Taylor, Vanderlei and Fitzgerald, Qualley and Cheseri-Strater), to the relationship between reading and writing (Adler-Kassner and Estrem), to the intellectual heritage of vanguards of WPA work (McBeth). In fact, we're hardpressed to imagine a more thorough, engaging, and timely collection of WPA scholarship.

We are also well at work on future issues, including a special issue exploring the relationship between writing centers and writing program administration as well as a special issue focusing on the need for empirical research in ongoing writing program administration work. As you are reading this, we are beginning production of the special issue on writing centers and writing program administration, and the issue on empirical research in writing program administration has already begun taking shape with several noteworthy inclusions.

We want to publicly thank our publications committee colleagues Carrie Leverenz and David Blakesley for their friendly and helpful support, the editorial board for its wonderful work, and the previous editorial team for the many, many times they have answered questions, re-sent documents, and given great advice. The three of us have learned much from such terrific colleagues. We are also exceedingly grateful to Susan Miller-Cochran, who continues in the role of advertising editor, and to our book review editors, Lori Salem and Jeanne Rose, both willing collaborators in this new endeavor.

This double issue of the journal is the result of many reviewers, old and new, willing to give up their time and dedicate themselves to reading manuscripts with a keen sense of both criticism and mentorship. To underscore that sense of both criticism and mentorship, it is worth noting that while roughly only one-third of the manuscripts submitted to *WPA* are published, all the scholars who submitted articles have received good, sound, collegial advice from those who peer-reviewed their submissions. Reviewing is an invisible yet invaluable contribution to the discipline, to scholarship, and to the journal. For that, we dedicate this issue to the many reviewers who have given so freely. Thank you all.

—*Deirdre Pettipiece, University of the Sciences in Philadelphia*

—*Timothy Ray, West Chester University of Pennsylvania*

—*William J. Macauley, Jr., College of Wooster*

