

## From the (New) Editors

We begin our tenure as the new editors of *WPA: Writing Program Administration* with an invitation: help us continue this journal's tradition of publishing work that represents the fullest range of thoughtful and rigorous research being done by and for WPAs. Send us your articles, consider writing reviews, share your ideas about how the journal might better serve its readers.

As we considered the kinds of articles we would like to publish, we developed a list of suggested topics that expresses our vision for the journal. We offer these topics as both representative and generative, including familiar, ongoing areas of inquiry and emerging areas of intellectual work in writing program administration. We look forward to contributions that address these topics:

- Writing Faculty Education, Training and Professional Development
- Writing Program Creation and Design
- The Development of Rhetoric and Writing Curricula
- Writing Assessment within Programmatic Contexts
- Advocacy and Institutional Critique and Change
- Writing Programs and Their Extra-Institutional Relationships with Writing's Publics
- Technology and the Delivery of Writing Instruction within Programmatic Contexts
- WPA and Writing Program Histories and Contexts
- WAC / ECAC / WID and their Intersections with Writing Programs
- The Theory and Philosophy of Writing Program Administration
- Issues of Professional Advancement and WPA Work

In addition to reconsidering the list of topics that will frame the kinds of contributions we encourage, we have identified two initiatives that we will implement as we begin our editorial term. First, Ed White, the new Book Review Editor, plans to review more books. Second, we will be exploring

ways to expand the journal into a digital environment, making content available online, exploring the use of tools to enable interactions among readers and between readers and authors, and developing ways for editors and readers to communicate more regularly. We will value your responses to these ideas and the sharing of your own ideas about how the journal can best serve readers.

#### OUR EDITORIAL TEAM

Although the journal's Web space <<http://wpacouncil.org/journal/index.html>> offers biographical sketches of each member of our team, we offer brief introductions here.

Managing Editor Alice Horning is Professor of Writing and Rhetoric/Linguistics at Oakland University, where she was the WPA for ten years. Debra Frank Dew is Associate Professor of English at the University of Colorado at Colorado Springs, where she directs the Writing Program. Glenn Blalock is Associate Professor of English at Our Lady of the Lake College in Baton Rouge, LA, where he directs the new campus-wide Engaged Learning through Writing initiative.

Our three assistant editors are faculty in Writing and Rhetoric at Oakland University. Greg Giberson has two years of experience as a WPA at Salisbury University. Lori Ostergaard served four years as assistant WPA at Illinois State University. Jim Nugent's background is in editing, print production, and technology. He established the copy flow and editorial policies for the *Community Literacy Journal*.

Donna Scheidt, who is completing her PhD in the English and Education Program at the University of Michigan, will manage advertising and announcements. Ed White will serve as Book Review Editor. His years of experience as a scholar, teacher, administrator, and head of the WPA Consultant Evaluator Service will be valuable in more ways than we can imagine now.

#### ABOUT THIS ISSUE

The present issue is a joint project. Outgoing editors Deirdre Pettipiece and Tim Ray developed and guided these articles and reviews through most of the editorial process. Members of the new team reviewed and copyedited this work for publication.

The articles in this issue address a variety of topics. Jill Gladstein and her colleagues examine the working situations of those who oversee writing programs in small, liberal arts colleges in "Consortia as Sites for Inquiry." Their report of their findings from survey research and open-ended con-

versations with those who work in these settings sheds much light on this distinctive type of WPA work.

Kelly Kinney's "Fellowship of the Ring" discusses the ways in which the often criticized corporate model for universities can be used by WPAs to improve the status of their faculty, especially those off the tenure track.

Randall McClure's "Examining the Presence of Advocacy" reports research he did under the auspices of a WPA Research Grant. His study of the ways students use and understand different types of websites offers important insights into the work we need to do with our library colleagues to improve students' critical and information literacy skills.

"Praxis & Allies: the WPA Board Game" is offered by a group from Purdue, and draws on their recent presentation at the WPA Conference. Tom Sura and his colleagues discuss the development of their innovative, award-winning board game. Their article explains how the game, which they designed to provide an interactive approach to training for prospective WPAs, articulates a specific vision about the nature of WPA work. The board game will be available for download on the WPA Council website in near future.

Examining the role of digital work, Pam Takayoshi and Brian Huot's study "Composing in a Digital World" reports survey research that examines the ways in which teaching in a digital environment is changing writing classes and writing programs. Their findings show the need for a deeper understanding of the impact and role of technology among teachers and program administrators.

Tim Taylor's "Writing Program Administration at the Two-Year College: Ghosts in the Machine" reports on a survey of those who hold WPA positions at community colleges. Taylor reminds us that we know very little about WPA work in the two-year environment, and we need to know more.

Please visit with us at the upcoming annual conference in Minneapolis: We will be leading one scheduled session, we will be available at the WPA table as much as possible, and we will be attending sessions. Whether or not you talk with us in Minneapolis, please feel free to send article or review ideas, inquiries, or comments to our journal email address: [journal@wpacouncil.org](mailto:journal@wpacouncil.org). We look forward to working with you as contributors and readers.

Finally, we thank Deirdre Pettipiece and Timothy Ray for their work during their term as co-editors, and for their generous assistance during this transition period. We are conscious of the excellent work that has been done by all of our editorial predecessors, and we acknowledge the vital role that *WPA: Writing Program Administration* plays in the advancement of writing program administration and its intellectual tradition.

# Extending an invitation to join the Council of Writing Program Administrators

The Council of Writing Program Administrators offers a national network of scholarship and support for leaders of college and university writing programs.

Membership benefits include the following:

- A subscription to *WPA: Writing Program Administration*, a semi-annual refereed journal
- Invitations to the annual WPA Summer Workshops and Conferences
- Invitations to submit papers for sessions that WPA sponsors at MLA and CCCC
- Participation in the WPA Research Grant Program, which distributes several awards, ranging from \$1000 to \$2000
- Invitations to the annual WPA breakfast at CCCC and the annual WPA party at MLA
- Information about the WPA Consultant-Evaluator program

## ANNUAL DUES

Members: \$30

Graduate Students: \$10

Libraries: \$40

## TO JOIN

Visit us online at <http://wpacouncil.org/membership> or send your name, address, email address, institutional affiliation, and dues to

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