

## From the Editors

This issue contains what we hope is now seen as the usual array of interesting research and writing about writing program administration. In addition, we have an engaging symposium that was assembled by the assistant editors, on issues raised by our publication of the mentoring report last year. We consider the journal to be a work-in-progress, as we look for ways to bring the readership the most useful information and insights we can offer. This issue also contains some follow-up to the CWPA national conference in Baton Rouge, as we are fortunate to have conference plenaries from speakers Carolyn Calhoon-Dillahunt and Barbara Cambridge.

Insofar as change is our normal state, you may have noticed that our book review policy has shifted in recent issues to asking scholars to produce state-of-the-art essays, including within them reviews of a number of recent books on a particular topic of importance. As book review editor Ed White has noted, review essays are not new to journals in our field (Stephen North discussed existing examples at some length in his essay on reviewing eighteen years ago in *Rhetoric Review*, 10.2, Spring 1993, 348–63), but considering them as state-of-the-art essays as well as book reviews is a new idea—indeed one way to respond to some of the recommendations North made for reviewing more books and upgrading the status of reviews. We were concerned that this policy might limit opportunities for publication of younger scholars, for whom a book review is often a first publication, but that has not occurred; senior scholars, as you will notice in this issue, are usually collaborating with their younger colleagues in researching and writing these demanding essays. Ed White continues to oversee this section of the journal.

There is one correction to be made to the spring issue. Bill Condon's review of multiple assessment texts misattributes Chris Gallagher's article to *College Composition and Communication*, when in fact that article was published in *College English*. We apologize for this error.

And there are some comings and goings to the editorial team putting together the journal for your reading pleasure. We are sorry to be saying good-bye to Glenn Blalock as co-editor, as he has been called to more

administrative duties at his institution and like the rest of us, has only 168 hours in a week. Deb and Alice and the whole team offer their heartfelt thanks to Glenn Blalock for his excellent contributions to our editorial work over the past two years. He will be sorely missed, and we wish him all the best as colleague and friend.

Duane Roen is leaving the editorial board while serving as CWPA president, and Peggy O'Neill has also stepped off the board. We thank Joe Hardin for delivering an ad hoc review for the journal this past year. On another more positive note, we have waved a happy good-bye to Donna Scheidt, who completed her PhD at the University of Michigan and accepted a full-time job at High Point University in North Carolina. Jason Carabelli, our capable undergraduate student assistant will take on Donna's work, overseeing ads, calls and announcements from his new post as a graduate student at the University of South Florida. Our new undergraduate student assistant at Oakland is Janae Greene, a Writing and Rhetoric major who has plenty of office management experience and will be looking after various aspects of journal production.

#### ARTICLES IN THIS ISSUE

In this issue, we present four articles that report on an array of research useful to WPAs. "Are We Having the Effect We Want? Implementing Outcomes Assessment in an Academic English Language-Support Unit," this issue's opening article, presents a careful assessment study completed by Li-Shih Huang in a writing center at a Canadian university. Her findings offer useful insights concerning both the ways that writing centers can be helpful to student writers and the ways that assessment using a variety of strategies can be useful to writing program administrators and others.

Steve Lamos suggests in "Credentialing College Writing Teachers: WPAs and Labor Reform," that WPAs should work to "define a national set of knowledge and skills" for college writing teachers. He argues that credentialing may improve both the professional status of writing in the university and the working conditions of college teachers of writing.

In "For Slow Agency," Laura Micchiche argues that WPA agency "operates on a continuum including action and change as well as less visible but no less important forms of agency like thinking, being still, and processing."

Todd Ruecker describes, in "Improving the Placement of L2 Writers: The Students' Perspective," a mixed-methods study in which approximately four hundred students in mainstream and ESL writing classes were surveyed about their attitudes towards placement and linguistic identity labels. He

concludes by offering specific suggestions for WPAs to consider in improving the placement of L2 writers.

We are fortunate to be able to present written versions of two of the plenary addresses given at the summer conference in Baton Rouge. Carolyn Calhoun-Dillahunt's talk provides an insightful description of the overall situation of students and faculty at community colleges around the country, from Calhoun-Dillahunt's vantage point as president of the Two-Year College English Association. She discusses in some detail the situation for those who lead writing programs, whether or not they have a WPA title. The challenges of work on placement, assessment and other aspects of program administration are mitigated to some degree by collaborative work; reading this plenary yields many important insights about the work of our colleagues at the two-year colleges. Barbara Cambridge's provocative talk provided the WPAs gathered in Baton Rouge a perspective drawn from her work as the NCTE liaison in Washington DC. Her experiences in this position have led her to advocate that all students learn to write for public audiences and to encourage WPAs to use their research knowledge and skills to help policymakers reach informed decisions about teaching and learning reading and writing.

#### THE FALL SYMPOSIUM

For our fall/winter WPA Symposium, the journal's three assistant editors sought to answer the call made by the authors of "The CWPA Mentoring Project and Survey Report" to create new forums to discuss the work of untenured and non-tenure-track WPAs. The narratives collected here were composed by Joyce Olewski Inman, Katherine Gindlesparger, Darci L. Thoun, Collie Fulford, and Tim McCormack, and provide insights into the challenges faced by early-career WPAs within a broad variety of institutional contexts.

#### WPAs IN DIALOGUE

We are happy to have a response to Peter Elbow's review of the two volumes of *What Is College-Level Writing?* from the spring issue by Kelly Ritter along with Peter Elbow's reply.

#### BOOK REVIEWS

This issue's two book reviews are from Sid Dobrin and from Tanita Saenkhum in collaboration with Paul Matsuda. In "Ecology and Concepts of Technology," Sid Dobrin reviews four recently published books on the impact new technologies are having on our understanding of writing and

writing studies. Focusing on the inseparability of technology and writing, Dobrin explores how these four books provide us with a more thorough understanding of the ecology of our changing discipline.

Saenkhum and Matsuda take up three recent books on the teaching of writing to ESL students. Because non-native speakers are now students in many writing programs, they discuss the books' usefulness to WPAs and all teachers. They point out that "as the student population in writing programs continues to shift, it is important for WPAs to keep abreast of the demographic trends as well as ways to address the presence and needs of diverse groups of students."

