

## Letter from the Editors

Dear Readers,

We welcome you to the journal's Fall 2016 issue. We are pleased to present you with a wonderful variety of articles and books reviews, as well as the plenary talks from the WPA conference in Raleigh in July 2016.

We begin our issue with Kristen Seas, Holly Hassel, Jennifer Heinert, and Cassandra Phillips as they offer "'Flexible' Learning, Disciplinarity, and First-Year Writing: Critically Engaging Competency-Based Education." The authors discuss the tricky demands of negotiating state-requested competency based credit programs with their desires to remain true to their writing program goals and outcomes. Their experiences offer several lessons to WPAs about creating a competency-based program for students—and politicians—who want a way to offer college credit for past experiences.

Next, Carrie Leverenz's "Redesigning Writing Outcomes" helps us envision/re-envision WPA Outcomes Statement 3.0 and the ways in which it might/could speak to our work with multimodal composing. Leverenz offers us ways of thinking about multimodal composing and the preparation of our students for their future work lives; she also discusses the ways in which the changes to the WPA Outcomes Statement acknowledges the need for writing and writing instruction to be adapted and adaptable to an increasingly technological world and workspace.

In the spirit of expanding our understanding of what we do and how we do it, Courtney Adams Wooten, Brian Ray, and Jacob Babb discuss the ways that WPAs read Student Evaluations of Teaching (SETs) in "WPAs Reading SETs: Toward and Ethical and Effective Use of Teaching Evaluations." Based on survey results, Wooten, Ray and Babb explore the ways that WPAs (and other university officials) use SETs and offer recommendations for ways that WPAs might design and use them in more productive ways.

Next, Talinn Phillips, Paul Shovlin, and Megan Titus use "(Re)identifying the gWPA experience" to further their previous discussions of graduate and liminal WPAs. Phillips, Shovlin, and Titus explore the ways that gWPAs see their positions are more closely aligned with jWPAs than graduate students, and their positions should be understood as complicated and potentially ambiguous.

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Tiffany Bourelle's "Preparing Graduate Students to Teach Online: Theoretical and Pedagogical Practices" offers methods and suggestions for training graduate students to teach online writing courses. Bourelle notes the importance of training graduate students, using such methods as technology workshops and team-teaching, for the particular demands of preparing teachers to teach online. Bourelle's piece offers WPAs models for training faculty in the pedagogies of online teaching.

As always, we also offer you the three plenary talks from the July 2016 WPA conference in Raleigh. As always, they are lightly edited by each author to help them move from a spoken piece to a written piece. As a result, they might not adhere to the style guide used by the journal. Rita Malencyzk offers a thoughtful discussion of space and how academics both think about and use space in "Locations of Administration; or WPAs in Space." In addition, Malencyzk discusses the ways that we represent ourselves in those spaces, and how this may affect how others see us.

Asao Inoue further challenges us to think about the limits of our institutions in his plenary "Racism in Writing Programs and the CWPA." Inoue points out the need to examine and challenge the institutional racism that prevents students from even entering the academy, as well as influencing their experience while they are there. In addition, he challenges us as individuals to examine our own deeply held beliefs, as well as those of the CWPA organization.

Lastly, Melanie Yergeau's "Creating a Culture of Access in Writing Program Administration" argues that composition needs to rethink the field in order to design a better culture of access. Yergeau examines the culture of disability in writing studies, urging WPAs to push against conceptions of ability and disability to create better accessibility for all.

The book review section closes the journal. As always, Norbert Elliott and Jacob Babb have selected books for review that will inform and enhance the work of WPAs. We hope you enjoy them. At any time, feel free to contact Norbert and Jacob at [bookreviews@wpacouncil.org](mailto:bookreviews@wpacouncil.org).

One final note. We are pleased to announce that, as a result of Cedric Burrows's article "The Yardstick of Whiteness in Composition Textbooks" in the Special Symposium on Whiteness (Spring 2016), the headnotes about "My First Conk" in MacMillian's *Patterns for College Writing* will read very differently. MacMillian contacted Dr. Burrows after the publication of his article and asked him for feedback; he was then asked to rewrite portions of both the headnote and the instructors' manual. We congratulate Dr. Burrows.

Much unseen labor goes into the production of the journal, and copy-editing is perhaps one of the most important but least recognized. Sarah Ricard has stepped down to move on to other work. She has assisted us at

every stage of production, tracking down questions on obscure style and copyediting-related topics, cleaning up works cited pages, and being an all-around sane voice. We will miss her keen eyes and her generous spirit. Alora D. Crooms provided fresh eyes at the final stages. We also extend our gratitude to our ads manager, Kelsie Walker. Lastly, thank Sherry Rankins-Robertson, who has officially stepped down this year and who served as editor for the past two years, doing the yeoman's work to help shepherd the journal into its current state. We would also like to thank our reviewers, without whom we could not do what we do.

Dwight Atkinson	Bill Hart-Davidson	Staci Perryman-Clark
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Alexis Hart	Les Perelman	

As always, please don't hesitate to contact us with ideas or concerns. Our email is [journal@wpacouncil.org](mailto:journal@wpacouncil.org). Happy reading!

—Barb and Lisa