



WRITING PROGRAM ADMINISTRATION

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In Memoriam: Linda H. Peterson (1948–2015)

In Memoriam: Charlie Moran (1936–2015)

Narratives, Administrative Identity, and the Early Career WPA

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Wpa Writing Program Administration 39 1

**Council Writing Program
Administrators**



Wpa Writing Program Administration 39 1:

WPA Council Writing Program Administrators, 2015-12-04 WPA WRITING PROGRAM ADMINISTRATION publishes articles and essays concerning the organization administration practices and aims of college and university writing programs Possible topics include 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 and projects that enhance wpa work with diverse stakeholders CONTENTS OF WPA 39 1 Fall 2015 Letter from the Editors In Memoriam Linda H Peterson 1948 2015 In Memoriam Charlie Moran 1936 2015 ARTICLES Narratives Administrative Identity and the Early Career WPA by Amy Ferdinandt Stolley Moving from the One and Done to a Culture of Collaboration Revising Professional Development for TAs by Lauren Obermark Elizabeth Brewer and Kay Halasek Community Engagement in Writing Program Design and Administration by Veronica House Defining and Developing Expertise in a Writing and Rhetoric Department by Elizabeth Wardle and J Blake Scott PLENARY ADDRESSES What Remains and What Sustains Companions in Mission Colleagues in Action WPAs for Life by Elizabeth Boquet Towards an Ecology of Sustainable Labor in Writing Programs and Other Places by Seth Kahn Sustainable Infrastructures and the Future of Writing Studies by Cheryl E Ball WPAS IN ACTION Vignettes from the Field Composition Condition by Nate Kreuter REVIEWS Theory Building for Writing Studies by Raul Sanchez Exploring the Intersection of Literacy and Migration A Rich Ethnography by Todd Ruecker Expanding Horizons A Second Language Acquisition Approach to Writing Center Practice by Gita DasBender **WPA, Writing Program Administration**, 2005

Toward More Sustainable Metaphors of Writing Program Administration Lydia Wilkes, Lilian W. Mina, Patti Poblete, 2023-02-15 The field of writing program administration has long been a space rich in metaphor From plate twirling to fire extinguishing parents to dungeon masters and much more the work of a WPA extends to horizons unknown Responding to the constraints of austerity Toward More Sustainable Metaphors of Writing Program Administration offers new lenses for established WPAs and provides aspiring and early career WPAs with a sense of the range of responsibilities and opportunities in their academic and professional spaces This volume presents twelve chapters that reclaim and revise established metaphors offer new metaphors based on sustainable relational or emotional labor practices and phenomena and reveal the improvisational artisanal nature of WPA work Chapters resonate across three sections The first section focuses on organic relationships captured in phrases like putting out fires and seeing forests for the trees alongside unexpected comparisons to ground and light The second describes institutional landscapes featuring generative juxtapositions such as

the WPA as a labor activist or a mapper of emotional geography And the third discusses performance crafts like improv comedy and artisanal making Toward More Sustainable Metaphors of Writing Program Administration offers new and revised ways of thinking and acting for WPAs who are constantly negotiating the paradoxical demands of their work and continually striving to act ethically in conflicted and even fraught situations It will inspire practicing aspiring and former WPAs working in a time of transformation by highlighting more sustainable ways of enacting WPA identity Contributors Jacob Babb John Belk Katherine Daily O Meara Ryan J Dippre Douglas Hesse Andrew Hollinger Rona Kaufman Cynthia D Mwenja Manny Pi a Scott Rogers Robyn Tasaka Alexis Teagarden Christy I Wenger Lydia Wilkes

WPAs in Transition Courtney Adams Wooten, Jacob Babb, Brian Ray, 2018-04-23 WPAs in Transition shares a wide variety of professional and personal perspectives about the costs benefits struggles and triumphs experienced by writing program administrators making transitions into and out of leadership positions Contributors to the volume come from various positions as writing center directors assistant writing program administrators and WPAs mixed settings including community colleges small liberal arts colleges and research institutions and a range of career stages from early to retiring They recount insightful anecdotes and provide a scholarly context in which WPAs can share experiences related to this long ignored aspect of their work During such transitions WPAs and other leaders who function as both administrators and faculty face the professional and personal challenges of redefining who they are the work they do and with whom they collaborate WPAs in Transition creates a grounded and nuanced experiential understanding of what it means to navigate changing roles advancing the dialogue around WPAs and other administrators identities career paths work life balance and location and is a meaningful addition to the broader literature on administration and leadership Contributors Mark Blaauw Hara Christopher Blankenship Jennifer Riley Campbell Nicole I Caswell Richard Colby Steven J Corbett Beth Daniell Laura J Davies Jaquelyn Davis Holland Enke Letizia Guglielmo Beth Huber Karen Keaton Jackson Rebecca Jackson Tereza Joy Kramer Jackie Grutsch McKinney Kerri K Morris Liliana M Naydan Reyna Olegario Kate Pantelides Talinn Phillips Andrea Scott Paul Shovlin Bradley Smith Cheri Lemieux Spiegel Sarah Stanley Amy Rupiper Taggart Molly Tetreault Megan L Titus Chris Warnick

Our Body of Work Melissa Nicolas, Anna Sicari, 2022-09-15 Our Body of Work invites administrators and teachers to consider how physical bodies inform everyday work and labor as well as research and administrative practices in writing programs Combining academic and personal essays from a wide array of voices it opens a meaningful discussion about the physicality of bodily experiences in the academy Open exchanges enable complex and nuanced conversations about intersectionality and how racism sexism classism and ableism among other isms create systems of power Contributors examine how these conversations are framed around work practices policies and research and identify ways to create inclusive embodied practices in writing programs and classrooms The collection is organized to maximize representation in the areas of race gender identity ability and class by featuring scholarly chapters followed by narratively focused interchapters that respond to

and engage with the scholarly work The honest and emotionally powerful stories in *Our Body of Work* expose problematic and normalizing policies practices and procedures and offer diverse theories and methodologies that provide multiple paths for individuals to follow to make the academy more inclusive and welcoming for all bodies It will be an important resource for researchers as well a valuable addition to graduate and undergraduate syllabi on embodiment writing instruction pedagogy and WPA work Contributors Dena Arendall Janel Atlas Hayat Bedaiwi Elizabeth Boquet Lauren Brentnell Triauna Carey Denise Comer Joshua Daniel Michael Faris Rebecca Gerdes McClain Morgan Gross Nabila Hijazi Jacquelyn Hoermann Elliott Maureen Johnson Jasmine Kar Tang Elitza Kotzeva Michelle LaFrance Jasmine Lee Lynn C Lewis Mary Lourdes Silva Rita Malenczyk Anna Rita Napoleone Julie Prebel Rebecca Rodriguez Carey Ryan Skinnell Trixie Smith Stacey Waite Kelsey Walker Shannon Walters Isaac Wang Jennie Young

Making Administrative Work Visible Leigh Graziano, Kay Halasek, Remi Hudgins, Susan Miller-Cochran, Frank Napolitano, Natalie Szymanski, 2023-05-15 *Making Administrative Work Visible* brings together voices from graduate students associated faculty administrative staff and tenured and tenure track faculty at community colleges regional state universities liberal arts colleges private colleges and research intensive institutions across the country to speak to the challenges both named and unnamed faced by those who do writing program administration work These authors call explicit attention to this work and examine WPAs lived labor experiences and research methodologies to truly understand the scope of lived WPA labor The collection has three parts each of which focuses on the most confounding challenges facing WPAs as well as the most compelling sites of their contributions to administration labor in higher education and the discipline s collective obligation to forwarding the goals of social justice and advocacy Advocating through Representations of WPA Labor Advocating by Accounting for Time and Labor and Advocating in and through Complex Institutional Contexts The chapters use data to share and track the work functions job titles grand narratives program assessments tenure and promotion email practices and more undertaken by WPAs in their administrative capacities Chapters also surface narratives for future data and studies to be done by other scholars By taking up and answering questions about the range of WPA work and the invisibility of much of that work *Making Administrative Work Visible* creates avenues toward accounting for and acknowledging the complex activity systems in which WPAs lead the work of the university and advocate for data driven strategies needed to sustain this foundational area of higher education Contributors Kamila Albert Brooke Anderson Sheila Carter Tod Amy Cicchino Ana Cort s Lagos Kristi Murray Costello Jennifer Cunningham Ryan Dippre Kimberly Emmons Genevieve Garcia de Meller Jill Gladstein Caleb Gonzalez Michael Healy Lyra Hilliard Kristine Johnson Seth Kahn Rita Malenczyk Troy Mikanovich Lilian Mina Angela Mitchell Greer Murphy Kate Navickas Michael Neal Patti Poblete Jan Rieman Heather Robinson Katelyn Stark Mary Stewart Natalie Stillman Webb Lizbett Tinoco Lisa Tremain Martha Wilson Schaffer

Burnin' Daylight Ryan J. Dippre, 2024-08-15 *Rooted in contemporary understandings of social action informed by up to date research on writing program administration and attentive to the needs*

of value driven decision making Burnin Daylight enables writing program administrators WPAs to shape writing programs that help people create the lives they envision This book guides WPAs through the rough terrain of running a writing program during a period of sustained social and economic upheaval and through the process of making their programs more principle driven and sustainable along the way WPAs face a range of challenges on a regular basis organizing class schedules leading professional learning events conducting program assessments responding to student needs meeting with deans and provosts and more Additionally WPAs need to learn about and direct their programs strategically when considering the kind of program they currently have the sort of program they envision and how they can transition from one to another Burnin Daylight acts as a roadmap for IRB approved research and provides WPAs specifically new and returning WPAs with a detailed yet flexible plan for understanding the inner workings of a writing program and how to develop a future trajectory for it Burnin Daylight is for writing program administrators of all experience levels and other administrators interested in taking a principled practices approach to their work *Sensemaking for Writing Programs and Writing Centers* Rita Malenczyk,2023-06-15 In this collection writing program and writing center administrators from a range of academic institutions come together to explore their work through the lens of sensemaking Sensemaking is an organizational theory concept that enables institutions supervisors teachers tutors and others to better understand the work they do by using narrative metaphor and other theoretical lenses The book is divided into two sections Sensemaking with Tutors and Teachers and Sensemaking and Institutional Structures Chapter authors employ several theoretical approaches to sensemaking ranging from individual experience to institutional history to document design providing readers with ideas for how to administer and teach within their programs more effectively how to advocate for their programs within larger university contexts and how to positively influence the lives and careers of those they work with Sensemaking for Writing Programs and Writing Centers theorizes daily experiences from working lives and suggests problem solving strategies Writing program administrators writing department chairs and writing center directors tutors and staff will find value in its pages

Conceptions of Literacy Meaghan Brewer,2020-05-01 Addressing the often fraught and truncated nature of educating new writing instructors Conceptions of Literacy proposes a theoretical framework for examining new graduate student instructors preexisting attitudes and beliefs about literacy Based on an empirical study author Meaghan Brewer conducted with graduate students teaching first year composition for the first time Conceptions of Literacy draws on narratives interviews and classroom observations to describe the conceptions of literacy they have already unknowingly established and how these conceptions impact the way they teach in their own classrooms Brewer argues that conceptions of literacy undergird the work of writing instructors and that many of the anxieties around composition studies disciplinary status are related to the differences perceived between the field s conceptions of literacy and those of the graduate instructors and adjuncts who teach the majority of composition courses Conceptions of Literacy makes practical recommendations for how

new graduate instructors can begin to perceive and interrogate their conceptions of literacy which while influential are often too personal to recognize

Standing at the Threshold William J. Macauley, Leslie R. Anglesey, Brady Edwards, Kathryn M. Lambrecht, Phillip Lovas, 2021-07-01 *Standing at the Threshold* articulates identity and role dissonances experienced by composition and rhetoric teaching assistants and reimagines the TAs'hip within a larger professional development process. Current researchers and scholars have not fully explored the liminality of the profession's traditional path to credentialing. This collection reconsiders these positions and their contributions to academic careers. These authors enrich the TA experience by supporting agency and self-efficacy, encouraging TAs to take active roles in understanding their positions and making the most of that experience. Many chapters are written by current or former TAs who are writing as a means of preparing, informing, and guiding new rhet-comp TAs, encouraging them to make choices about how they want to think through and participate in their teaching work. The first work on the market to delve deeply into the TAs'hip itself and what it means for the larger discipline, *Standing at the Threshold* provides a rich new theorizing based in the real experiences and liminalities of teaching assistants in composition and rhetoric, approached from a productive array of perspectives.

Contributors: Lew Caccia, Lillian Campbell, Rachel Donegan, Jaelyn Fiscus, Cannady Jennifer, K. Johnson, Ronda Leathers, Dively Faith, Matzker Jessica, Restaino Elizabeth, Saur Megan, Schoettler Kylee, Thacker Maurer

The Promise and Perils of Writing Program Administration Theresa Enos, Shane Borrowman, 2008-01-26 Combining formal quantitative research with narrative-based scholarship, *THE PROMISE AND PERILS OF WRITING PROGRAM ADMINISTRATION* represents multiple voices from faculty balancing between the demands of teaching writing and administering writing programs in professional, ethical ways, often under circumstances that can be defined at best as difficult. In these pages, junior faculty tell their stories of triumph and trauma, while more firmly established composition scholars reflect upon the changing and challenging profession we all share.

Graduate Students at Work Tessa Brown, 2023-02-28 *Graduate Students at Work* highlights the expertise and experiences of graduate students to demonstrate what graduate study entails, what it makes possible, and what it constrains in the context of corporatizing higher education. This collection of full-length research articles and short personal essays illustrates graduate students' experiences, organizing tactics, and strategies for staying in or moving out of the academy. Speaking from personal experience as well as reporting research findings, the contributors of *Graduate Students at Work* illustrate the significant expertise that graduate students are asked to enact in their time-intensive jobs as teachers, researchers, and administrators, even as they are kept in poverty wages for the decade or so it takes to move through a master's and doctoral program into the promised land of a tenure-track job. While these students are the leaders of the academic labor movement, they have yet to receive as much attention as adjunct instructors and other laborers in the university system. Though they experience harassment, discrimination, and exploitation, graduate students rarely have access to labor protections because they are often misclassified as students, not employees, a key rhetorical strategy universities use.

to fight graduate student organizing These essays and articles also draw insightful connections between the labor conditions of graduate student workers and other workers navigating poverty wages labor migration limited benefits and harassment and discrimination around lines of race gender ability and citizenship the most important connection perhaps being the possibility for organization and unionization to fight for better working conditions for all

Expertise in Second Language Writing Instruction Alan Hirvela, Diane D. Belcher, 2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers

The Things We Carry Courtney Adams Wooten, Jacob Babb, Kristi Murray Costello, Kate Navickas, 2020-10-01 Emotional labor is not adequately talked about or addressed by writing program administrators The Things We Carry makes this often invisible labor visible demonstrates a variety of practical strategies to navigate it reflectively and opens a path for further research Particularly timely this collection considers how writing program administrators work when their schools or regions experience crisis situations The book is broken into three sections one emphasizing the WPA's own work identity one on fostering community in writing programs and one on balancing the professional and personal Chapters written by a diverse range of authors in different institutional and WPA contexts examine the roles of WPAs in traumatic events such as mass shootings and natural disasters as well as the emotional labor WPAs perform on a daily basis such as working with students who have been sexually assaulted or endured racist sexist homophobic and otherwise disenfranchising interactions on campus The central thread in this collection focuses on preserving by acknowledging that emotions are neither good nor bad and that they must be continually reflected upon as WPAs consider what to do with emotional labor and how to respond Ultimately this book argues for more visibility of the emotional labor WPAs perform and for WPAs to care for themselves even as they care for others The Things We Carry extends conversations about WPA emotional labor and offers concrete and useful strategies for administrators working in both a large range of traumatic events as well as daily situations that require tactical work to preserve their sense of self and balance It will be invaluable to writing program administrators specifically and of interest to other types of administrators as well as scholars in rhetoric and composition who are interested in emotion more broadly

Multimodal Composition Shyam B. Pandey, Santosh Khadka, 2021-09-30 This collection explores the role of individual faculty initiatives and institutional

faculty development programs in supporting programmatic adoption of multimodal composition across diverse institutional contexts The volume speaks to the growing interest in multimodal composition in university classrooms as the digital media and technology landscape has evolved to showcase the power and value of employing multiple modes in educational contexts Drawing on case studies from a range of institutions the book is divided into four parts each addressing the needs of different stakeholders including scholars instructors department chairs curriculum designers administrators and program directors faculty initiatives curricular design and pedagogies faculty development programs and writing across disciplines Taken together the 16 chapters make the case for an integrated approach bringing together insights from unique faculty initiatives with institutional faculty development programs in order to effectively execute support and expand programmatic adoption of multimodal composition This book will be of interest to scholars in multimodal composition rhetoric communication studies education technology media studies and instructional design as well as administrators supporting program design and faculty development

Productivity, Professionalism, and Parenting in Academia Christine E. Tulley, 2025-04-30 Drawing on time use diary analysis this unique and detailed study fills in the larger narrative about what it takes hour by hour to navigate academic motherhood with a rhetoric and composition career Looking specifically at the intersections between parenting and writing for publication in order to find out how and when writing for career advancing tasks such as publication occur but also through the lens of disciplinary time constraints including heavy grading and administrative workloads the book examines support systems noted within diary entries that make combining motherhood and a career in rhetoric and composition possible Using both quantitative analysis of hours and qualitative coding of time use diaries from rhet comp moms this book answers questions about publishing professionalism and parenting This book will interest scholars and graduate students working in the discipline of rhetoric writing and composition particularly those working on labor and professional issues on gender and equality within the discipline and anyone working in all fields looking for ways to foster a better work life balance

First-Year University Writing L. Aull, 2015-03-04 First Year Writing describes significant language patterns in college writing today how they are different from expert academic writing and how to inform teaching and assessment with corpus based linguistic and rhetorical genre analysis

Landmark Essays on Writing Program Administration Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers Landmark Essays on Writing Program Administration focuses on WPA identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration

Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA Talking

Back Norbert Elliot, Alice S. Horning, 2020-05-01 In *Talking Back* a veritable Who's Who of writing studies scholars deliberate on intellectual traditions current practices and important directions for the future In response junior and mid career scholars reflect on each chapter with thoughtful and measured moves forward into the contemporary environment of research teaching and service Each of the prestigious chapter authors in the volume has three common traits a sense of responsibility for advancing the profession a passion for programs of research dedicated to advancing opportunities for others and a reflective sense of their work accompanied by humility for their contributions As a documentary *Talking Back* is the first history of writing studies in autobiography Contributors Jo Allen Ann N Amicucci Akua Duku Anokye Paige Davis Arrington Doug Baldwin John C Brereton Judy Buchanan Hugh Burns Leasa Burton Ellen C Carillo William Condon Dylan B Dryer Michelle F Eble Jennifer Enoch Joan Feinberg Patricia Friedrich Cinthia Gannett Eli Goldblatt Shenika Hankerson Janis Haswell Richard Haswell Eric Heltzel Douglas Hesse Bruce Horner Alice S Horning Asao B Inoue Ruth Ray Karpen Suzanne Lane Min Zhan Lu Donald McQuade Elisabeth L Miller Rebecca Williams Mlynarczyk Sean Molloy Les Perelman Louise Wetherbee Phelps Stacey Pigg Sherry Rankins Robertson Jessica Restaino J Michael Rifenburg Eliana Schonberg Geneva Smitherman Richard Sterling Katherine E Tirabassi Devon Tomasulo Martha A Townsend Mike Truong Victor Villanueva Edward M White Anne Elrod Whitney Kathleen Blake Yancey

Two-Year College Writing Studies Darin Jensen, Brett Griffiths, 2023-12-15 *Two Year College Writing Studies* is a comprehensive overview of the two year college writing teaching experience within our current political and historical contexts with examples for teachers to better enact just teaching practices in their colleges Editors Darin Jensen and Brett Griffiths present grounded well theorized and practical strategies for teachers to implement in classrooms institutions and geopolitical contexts to advocate more effectively for their students Contributors draw on theories of identity rhetorical third space and linguistics to articulate a praxis of just teaching They describe existing institutional challenges and opportunities that foster equity and offer cautionary tales of educational systems dismantled for short term economic and political gains Two year college writing studies when properly resourced holds the potential to foster or undermine democratic ideals of civic literacy and uplift Chapters in this volume offer case study examples of changes in departmental practices for reflection interaction and assessment that empower faculty to break free and engage directly with institutional regional state and national constraints By making these resilient practices visible *Two Year College Writing Studies* amplifies the voices and validates the experiences of instructors engaging in this work It will serve generalists specialists and academics interested in the subdiscipline of student success pedagogies and the political histories of two year colleges and be useful for instructors new to the field as professional development for veteran instructors and as an introduction for graduate students entering two year college writing studies programs

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