



WRITING PROGRAM ADMINISTRATION

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In Memoriam: Charlie Moran (1936–2015)

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**Courtney Adams Wooten,Jacob
Babb,Brian Ray**

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 **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 **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 [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 **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 *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

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

The New Work of Writing Across the Curriculum Staci M. Perryman-Clark,2023-08-21 The New Work of Writing Across the Curriculum is a descriptive analysis of how institutions can work to foster stronger intellectual activities around writing as connected to campus wide diversity and inclusion initiatives Author Staci M Perryman Clark blends theory and practice grounds disciplinary conversations with practical examples of campus work and provides realistic expectations for operations with budgetary constraints while enhancing diversity equity and inclusion work in higher education Many of these initiatives are created in isolation reinforcing institutional silos that are not used strategically to gain the attention of senior administrators particularly those

working at state supported public institutions who must manage shrinking institutional budgets Yet teaching and learning centers and WAC programs gain tremendously from one another by building explicit partnerships on campus wide diversity initiatives that emphasize cultural competence In addition both cultural competence and written proficiency enhance the transferable skills necessary for completing undergraduate education requirements and this work can be leveraged to draw the attention of senior administrative leadership Faculty development and WAC need to make diversity and inclusion initiatives a priority for professional development The New Work of Writing Across the Curriculum reviews initiatives that point to increased understanding of diversity and inclusion that will be of significance to administrators WAC specialists faculty developers and diversity officers across the spectrum of institutions of higher learning Public Administration Series--Bibliography ,1991 The Longman Sourcebook for Writing Program Administrators Irene Ward,William James

Carpenter,2008 The Longman Sourcebook for Writing Program Administrators serves as a reference work and handbook for those charged with administering writing programs at colleges and universities Both English Department Chairpersons and Directors of Writing Programs will find this an essential resource The book is also intended for graduate level courses in writing program administration serving as an introduction to the theory issues and practical problems of writing program administration

Blurring Boundaries Peggy O'Neill,2007 Brings together scholars from various disciplines institutions methodologies and genres who are interested in writing and preparing teachers and researchers of writing This book covers topics such as writing assessment teaching writing and teacher preparation graduate education electronic technologies community literacy and more Journal of Developmental Education ,2011 **Publish Or Perish** John O.

Christensen,1991 **National Union Catalog, 1980** ,1981 **Discord And Direction** Sharon James Mcgee,Carolyn Handa,2005-08-30 The collection further argues that postmodernism offers a useful lens through which to understand the work of WPAs and to examine the discordant cultural and institutional issues that shape their work Each chapter tackles a problem local to its author s writing program or experience as a WPA and each responds to existing discord in creative ways that move toward rebuilding and redirection Jacket

Administrative Problem-solving for Writing Programs and Writing Centers Linda Myers-Breslin,1999 Addressing the issues and problems faced by writing program administrators WPAs and writing center directors WCDs and how they can most effectively resolve the political pedagogical and financial questions that arise this book presents essays from experienced WPAs and WCDs at a wide variety of institutions that offer scenarios and case studies demonstrating the types of issues that these administrators have faced and their solutions Covering a broad range of topics the book will help both new and experienced WPAs and WCDs develop and maintain effective efficient and successful programs and centers After a preface by Douglas D Hesse and an introduction essays in the book are 1 In Pursuit of Competence Preparing New Graduate Teaching Assistants for the Classroom Richard Bullock 2 Selecting and Training Undergraduate and Graduate Staffs in a Writing Lab Muriel Harris 3 The Problem Graduate

Instructor Lynn Langer Meeks and Christine A Hult 4 What Happens When Discourse Communities Collide Portfolio Assessment and Non Tenure Track Faculty Allene Cooper Martha Sipe Teresa Dewey and Stephanie Hunt 5 Introducing a Developmental Writing Program at a Small Rural Two Year College Paul Bodmer 6 Examining Our Assumptions as Gatekeepers A Two Year College Perspective Howard Tinberg 7 Mobilizing Human Resources to Re Form a Writing Program Louise Wetherbee Phelps 8 Writing Across the Curriculum Joan A Mullin 9 Budgeting and Politics Keeping the Writing Center Alive Linda S Houston 10 From Virtual to Reality Thinking about Technology and the Composition Program Deborah H Holdstein 11 Computers in the Writing Center Sara E Kimball 12 Productive Change in a Turbulent Atmosphere Pipe Dream or Possibility Rita Malenczyk 13 A New Millennium for the Writing Program Introducing Authority and Change to Traditional Folks Who Employ Time Worn Practices Ben W McClelland 14 Running a Large Writing Program Linda Myers Breslin 15 How WPAs Can Learn to Use Power to Their Own Advantage Barry M Maid 16 How Can Physical Space and Administrative Structure Shape Writing Programs Writing Centers and WAC Projects Carol Peterson Haviland and Edward M White 17 Managing the Writing Center Classroom Relationship Dave Healy 18 The WPA the Composition Instructor and Scholarship Lisa Gerrard and 19 Initiating a Peer Tutoring Program in a University Writing Center Robert S Dornsite Contains a 47 item list of suggested readings and an approximately 100 item list of works cited RS National Union Catalog ,1981 Includes entries for maps and atlases The Allyn & Bacon Sourcebook for Writing Program Administrators Irene Ward, William James Carpenter,2002 The Allyn Bacon Sourcebook for Writing Program Administrators offers essential advice for the novice the experienced or the returning Writing Program Administrator Provides eleven original works by nationally known writing program directors plus reprints of ground breaking articles from journals like ADE Bulletin College English and WPA Writing Program Administrator Many of the chapters have extensive bibliographies and help with such issues as teacher training and professional development curriculum and assessment and promotion and professional issues Other chapters are focused on advice for planning a career and flourishing as an administrator An extensive section of appendices collects the major professional statements pertaining to writing program administration including statements about standards for teaching working conditions and much more For anyone interested in writing program administration

The Enigmatic Realm of **Wpa Writing Program Administration 39 1**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Wpa Writing Program Administration 39 1** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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Wpa Writing Program Administration 39 1 Introduction

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