

Letter from the Editorial Coordinators

Stepping into editing an issue of a journal is much like stepping into someone else's class after the semester has already started. Yes, you've done this before, and you know that you *should* know where the dry-erase markers are and how to fire up the whiteboard, but it's decidedly awkward and produces even more jitters than the first day of the semester. The outgoing editorial crew of Lori Ostergaard, Jim Nugent, Jacob Babb, Courtney Adams Wooten, and their entire team had set the bar high during their tenure, and the summer special issue that focused on racial justice—guest edited by Sheila Carter-Tod and Jennifer Sano-Franchini—raised that bar even higher.

Luckily, we had an impressive group of authors with which to work, and the outgoing editors had already worked with them to fine-tune their already excellent manuscripts. These authors responded quickly and thoughtfully to our (many) requests for information and clarifications. Their willingness to be responsive to us made our jobs all the easier.

To add to our good fortune, an amazing team of CWPA Past Presidents agreed to serve in editorial positions. While we managed the technical end of things, these Past Presidents did the actual work of copy-editing manuscripts, which requires careful attention and involves looking up subject-verb agreements you absolutely swore you already knew—not to mention recently updated citation formats. But Shirley Rose, Susan Miller-Cochran, Doug Hesse, Joe Janangelo, Duane Roen, and Kathleen Blake Yancey stepped in with grace, good humor, and a gift for language, for which we are extremely grateful. Together, we were able to put together an issue of *WPA: Writing Program Administration* that features the great writing and excellent scholarship that has been the hallmark of the journal.

And yes, let's talk about you. We'd like to thank you for reading this journal. Without readers, a journal is just an exercise—one doomed to irrelevancy. Yet you have stuck by *WPA* and helped it grow into a defining journal in our field. We are grateful for that.

In this issue, you'll find an essay by Kaitlin Clinnin outlining an approach to writing-program crisis management. Casie Fedukovich then explores feminist leadership, and Kristin Messuri and Elizabeth A. Sharp write about a women-faculty writing program. Chen Chen suggests professional-development interventions to support the teaching of multimodal writing. Donna Scheidt and Holly Middleton explore how a FYW program is a community of practice. Dorothy Worden-Chambers and Amy E. Dayton

detail a study of writing-center tutors with an eye to what they learned about teaching. And Ruth Osorio, Allison Hutchison, Sarah Primeau, Molly E. Ubbesen, and Alexander Champoux-Crowle present the conclusions from a large-scale survey of graduate-student writing instructors that sheds light on material challenges and labor inequities. This issue also includes two excellent review essays: Jackie Hoermann-Elliott's review of Courtney Adams Wooten, Jacob Babb, Kristi Murray Costello, and Kate Navickas's book *The Things We Carry*, and Charles Grimm's review of Patrick Sullivan's *Sixteen Teachers Teaching*.

So yes—we did the equivalent of stumbling around trying to find the dry-erase markers and calling tech support to turn on the projector. We asked our wonderful publisher, David Blakesley, and the outgoing editors so many questions that we can never repay them, and we are so grateful for their help. But in the end, we are so pleased with the result, and we think you will be as well.

Warmly,

Lisa Mastrangelo and Mark Blaauw-Hara
Co-Editorial Coordinators

