CWPA's 2025 National Conference

We are Chairs, Coordinators, Directors, Leads. We might not be called WPAs though we are doing important writing program work. Because I was an Assistant Chair working at a community college, I didn't immediately join the CWPA or identify with the WPA community. At the open-access institution where I currently teach, we don't use the WPA title. I am a "Faculty Lead." For this year's annual conference, I invite the CWPA to shift its approach by highlighting our colleagues who do valuable WPA work with titles other than WPA.

You are invited to join our 2025 conference and share the ways your leadership and administrative work around the teaching of writing is stretching and changing. Perhaps you work with dual credit students, or you run the campus writing center. Maybe you onboard new faculty for their developmental reading courses. Perhaps you specialize in multilingual writing and mentor faculty on this topic. Or you are a course lead at a community college, which might mean that you manage staffing or maintain a course shell for the hybrid composition course that students seem to prefer these days. Perhaps you are a portfolio director at an entirely online institution. Or a gWPA or Assistant WPA with important research and insights to share today.

Maybe you are a traditional WPA and wonder whether your institution will rehire your role when you decide to retire–or how being a junior faculty member who is also a WPA will impact your tenure and promotion process. Perhaps you are struggling to get faculty across the disciplines on board with your WAC program, or trying to defend the value of your writing center. In some way, you need support from the CWPA to help you make your role and valuable programmatic labor visible to others.

The variety of titles and responsibilities in our field mirrors the complex and shifting nature of WPA work today. These changes include the widespread availability and uptake of machine-writing tools by students and faculty; the increasingly politicized teaching environment fueled by anti-DEI legislation; and concomitantly, the ongoing necessity of supporting student writers through culturally-affirming and sustaining policies, pedagogies, and practices–including real conversations about linguistic prejudice and discrimination. I wonder whether to describe these shifts as rich and varied, or splintering and fractured. As Chairs, Coordinators, Directors, Leads, and WPAs, we are working in the midst of a world that is shifting–and our students, classrooms, and field are inevitably shifting, too.

I'm interested in learning about the here and now and what you see happening in our field. What trends are impacting your program, faculty, and students? What are you encountering and examining in our new, altered landscape? Our conference theme highlights the varied voices that speak to our rich and varied, splintered and fractured, shifting WPA labor.

To invite all of our colleagues to join these important conversations, we offer a brief bibliography that highlights *WPA: Writing Program Administration* and key pieces of scholarship that are driving current conversations. Below you'll find three buckets for thinking through submissions to the conference: hierarchies, upheaval, and fostering belonging. We invite your

participation in these discussions, and hope that seeing some ongoing conversations we find especially pertinent to the shifting nature of WPA work feels welcoming and invitational.

Hierarchies

As we work to create a more inclusive and robust WPA culture, we harken to Joanne Baird Giordano and Holly Hassel's 2019 CWPA Conference plenary and their overt call to action that while "hierarchies in higher education exist," hierarchies are "detrimental to the field" and "impair our disciplinary work" (38).

Titles themselves are political because we are all jostling for space, time, proper funding, respect. How does your title reflect or reinforce or speak back to the hierarchies at your institution?

- What hierarchies are you and your students encountering in your writing program, and how are these power dynamics impacting your work?
- In what ways do you resist these hierarchies at your institution?
- What hierarchies have you experienced or observed from professional organizations in our field, including from the CWPA?
- What higher education or disciplinary hierarchies are you, because of your position or your privilege, benefitting from or working to uphold, particularly in the face of neoliberal trends in the university?

Baird Giordano, Joanne, and Holly Hassel. "Intersections of Privilege and Access: Writing Programs, Disciplinary Knowledge, and the Shape of a Field." WPA: Writing Program Administration, vol. 43, no. 1, 2019, pp. 33-53. (2019)

Costello, Kristi M. "The Quiet Revolution: How Newer WPAs Are Shifting the Profession." WPA: Writing Program Administration, vol. 47, no. 1, 2023, pp. 133-147.

Hassel, Holly and Cassandra Phillips. Materiality and Writing Studies: Aligning Labor, Scholarship, and Teaching. National Council of Teachers of English, 2022.

Inoue, Asao. "Racism in Writing Programs and the CWPA." WPA: Writing Program Administration, vol. 40, no. 1, 2016, pp. 134-54.

Kahn, Seth, William B. Lalicker, and Amy Lynch Biniek. Contingency, Exploitation, and Solidarity: Labor and Action in English Composition. UP of Colorado, 2017.

Snyder, Sarah E. "Preparing to Become a Two-Year College Writing Program Administrator." WPA: Writing Program Administration, vol. 43, no. 3, 2020, pp. 106-120.

Special Issue: Visibility, Ways of Knowing, and Sustainability in Two-Year College Writing Programs; special issue of WPA: Writing Program Administration, edited by Cheri Lemieux Spiegel, Darin Jensen, and Sarah Z. Johnson, vol. 43, no. 3, 2020.

Wilkes, Lydia, Lilian W. Mina, and Patti Poblete, editors. Toward More Sustainable Metaphors of Writing Program Administration. UP of Colorado, 2023.

Upheaval

The Fall 2023 special issue of *WPA: Writing Program Administration* situated the COVID-19 pandemic as a crucial moment of reflection on WPA labor, both in terms of pandemic responses, as well as the future for WPA work in rapidly evolving and changing contexts. In this issue, Scot

Barnett and Miranda Yaggi Rodak's rhetorical question, "How did we become *all the things*" reflects the lived experiences of WPAs, especially the attempt to adapt, respond, and react to various sources of pressure (e.g., diverse stakeholders on campus, shifts in digital tools and technologies, LMM and Gen AI, public health crises, natural disasters, political unrest, etc.) (20). Moreover, this awareness of WPA-specific labor demands and expectations extends to those who teach in the writing programs we direct, as well as the students who are taking our writing-intensive classes. The questions below provide a starting point for acknowledging and supporting WPA labor (successes and failures), particularly in response to a myriad of internal and external pressures:

- What pressures are WPAs currently experiencing, and how do these pressures impact WPA work institutionally, programmatically, curricularly, and/or pedagogically?
- In what ways are WPAs responding to evolving pressures and competing stakeholder interests in ways that are, if/as possible, sustainable and supportive?
- In what ways (or not) do WPAs interact with networks of support (i.e., national organizations, special interest groups, scholarship, webinars, conferences, etc.) during times of crisis or abrupt change, and how does this support directly impact WPA responses and navigational strategies?
- What can WPAs learn from sharing their navigational successes and failures, particularly when WPA work often takes place with limited resources, time constraints, and in isolation within the institutional context?

Andersen, Erin M. and Lisa S. Mastrangelo. "Examining Retention at the SLAC: The Impact of Race, Class, and Resource Use on First-Year Writing." *WPA: Writing Program Administration,* vol. 46, no. 1, 2022, pp. 37-59.

Barnett, Scot and Miranda Yaggi Rodak. "We Can't Be All the Things: Protecting WPA Labor from Mission Creep in Times of Crisis." *WPA: Writing Program Administration,* vol. 47, no. 1, 2023, pp.20-26.

Hill, Heather N. "Moving Away from ACT for Placement: A Three-Year Journey to Implementing Directed Self-Placement." *WPA: Writing Program Administration,* vol. 47, no. 2, 2024, pp. 28-41.

Johnson, Kristine. "Directed Self Placement and the Figured World of College Writing." *WPA: Writing Program Administration,* vol. 46, no. 1, 2022, pp. 97-116.

Nicolas, Melissa and Anna Sicari, editors. *Our Body of Work Embodied Administration and Teaching*, UP of Colorado, 2022

Shepherd, Ryan P., Rachael A. Ryerson, and Courtney A. Mauck. "Scarier Than It Seems: Multimodal Composition in GTA Training." *WPA: Writing Program Administration*, vol. 47, no. 2, 2024, pp. 103-128.

Special Issue: Writing Program Administration in the Time of COVID-19; special issue of *WPA: Writing Program Administration,* edited by Jacob Babb and Jessie Blackburn, vol. 47, no. 1, 2023.

"Working Papers." *MLA-CCCC Joint Task Force on Writing and AI*, 2024, https://aiandwriting.hcommons.org/working-papers/.

Fostering Belonging

WPA work is shifting as we affirm students who speak varieties of English and honor our disciplinary commitment to "Students' Right to Their Own Language." In their introduction to *WPA: Writing Program Administration*'s special issue "Black Lives Matter and Anti-Racist Projects in Writing Program Administration" Sheila Carter-Tod and Jennifer Sano-Francini write: "WPAs are wrestling with, reacting to, challenging and changing institutionalized responses to the ongoing racial injustices that WPAs have historically reinforced" (15). Carter-Tod and Sano-Franchini organized their issue, which includes over 50 voices, into six themes: centering Black perspectives in anti-racist writing program administration, anti-racist leadership and representation, anti-racist programmatic and professional development, anti-racist curricular work, anti-racist classroom practices, and anti-racist collaborations, resources, and support. Supporting equity work as a WPA can be explored through any of these themes and in response to the questions below:

- How can WPAs actively and transparently identify and resist standard language ideologies and affirm the rhetorical power of different English varieties, including Black English?
- How do adjustments to placement, curriculum, assessment, program policies, student success, and professional development impact equity in a writing program?
- How can WPAs foster a culture of belonging for minoritized students and teachers through writing program administration?
- How can WPAs pursue progressive work while also navigating the current waves of anti-DEI legislation?

Baker-Bell, April. *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy.* Routlege, 2020.

Dellicarpini, Dominic. "Students' Right to Their Own Language: The Gordian Knot of Social Justice for Writing Program Administrators." *WPA: Writing Program Administration,* vol. 47, no. 2, 2024, pp. 42-60.

Faye, Sarah, Erika I-Tremblay, Dan Melzer, DJ Quinn, and Lisa Sperber. "The Adoption of Contract Grading in a University Writing Program: Navigating the Disruptions to Assessment Ecologies." *WPA: Writing Program Administration*, vol. 46, no. 2, 2023, pp. 62-84.

Gere, Ann Ruggles, Anne Curzan, J.W. Hammond, Sarah Hughes, Ruth Li, Andrew Moos, Kendon Smith, Kathryn Van Zanen, Kelly L. Wheeler, and Crystal J. Zander. "Communal Justicing: Writing Assessment, Disciplinary Infrastructure, and the Case for Critical Language Awareness." *CCC,* vol. 75, no. 3, 2021, pp. 384-412.

Gupta, Anuj, Gail Shuc, and Christine M. Tardy. "Using Case Studies for Training WPAs in SLW Issues: A Dialogic Exploration." *WPA: Writing Program Administration*, vol. 47, no. 2, 2024, pp. 12-27.

Hutton, Lizzie. "Exclusive of Ourselves: Private Multilingualism in the Writing Center." *WPA: Writing Program Administration*, vol. 47, no. 2, 2024, pp. 61-82.

Inoue, Asao B. *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future.* WAC Clearinghouse and Parlor Press, 2015.

Jones, Natasha N., Laura Gonzales, and Angela M. Haas. "So You Think You're Ready to Build New Social Justice Initiatives?: Intentional and Coalitional Pro-Black Programmatic and

Organizational Leadership in Writing Studies." *WPA: Writing Program Administration*, vol. 44, no. 3, 2021, pp. 29-35.

Michaud, Christina and Sarah Madsen Hardy. "CLA and WPA: A Justice-Oriented Approach to Writing Program Administration."*Journal of Second Language Studies*, vol. 60, 2023, pp. 1-11. https://doi.org/10.1016/j.jslw.2023.100991

Schreiber, Brooke R., Eunjeong Lee, Jennifer T. Johnson, and Norah Fahim. *Linguistic Justice on Campus: Pedagogy and Advocacy for Multilingual Students.* Multilingual Matters, 2021.

Sicari, Anna, Lisa E. Wright, and Claire Tower. "Renewing Our Feminist Efforts through Love and Care: What Can Happen at the Center." *College English,* vol. 85, no. 3, 2023, pp. 261-71.

Special Issue: Black Lives Matter and Anti-Racist Projects in Writing Program Administration; special issue of *WPA: Writing Program Administration*, edited by Sheila Carter-Tod and Jennifer Sano-Franchini, vol. 44, no. 3, 2021.

We invite you to share the *WPA: Writing Program Administration* article or key piece of scholarship that has helped you with your shifting role and responsibilities. We will accept your suggestions to create bibliography for our 2025 conference at the link below.

Contribute to Bibliography

Proposal Types:

- 15-minute individual presentations: You may submit individual paper or presentation proposals; these will be combined into virtual panels/sessions with around three presenters. We'll once again try to put you in touch with one another in advance of the conference so that you can develop a coherent panel.
- Full-session proposals: You may submit a proposal for a virtual session with groups of 3 or more presenters/facilitators. We encourage you to consider innovative, interactive methods.
- Poster presentations: You may develop a synchronous or asynchronous virtual poster presentation by yourself or with others.
- A Work in Progress: We invite presenters to submit work at any stage of development. You may submit a proposal regarding a research project, curricular project, or writing program assessment or professional development activity in progress. Presenters will receive feedback from workshop leaders and conference attendees.

The purpose of our online conference theme, "Chairs, Coordinators, Directors, Leads, WPAs: The Shifting Nature of WPA Work," is to highlight the varied voices that are doing WPA work and have important insights to share. Your experiences and expertise are valuable, and you are invited to be part of the CWPA. We hope you will submit a proposal and share your programmatic expertise at our virtual conference this July 10-11, 2025.

Proposals are due March 31, 2025.

On behalf of CWPA

Link to Submit your Proposal