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**Junior Faculty and Graduate Student Administration Issues
(WPA-CompPile Research Bibliographies, No. 1)**

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This bibliography focuses on issues related to the preparation, employment, and assessment of graduate students and junior faculty serving in administrative positions. Most of the themes that are prevalent in much WPA scholarship—power, advocacy, faculty development, and disciplinarity, for example—are also woven into these sources.

Some specific themes that emerge include the need for increased professional development opportunities, problems associated with working conditions, communication among administrators and faculty, conflicts between administrative work and research/teaching, and ideas for alternative assessment models.

One important factor differentiates these concerns for jWPAs: the lack of tenure. Because tenure then becomes the lens through which these other concerns are finally analyzed, this bibliography also includes key research and policy statements regarding the tenuring of WPAs and administrative work as scholarship.

Anson, Chris M.; Carol Rutz

Graduate students, writing programs, and consensus-based management: Collaboration in the face of disciplinary ideology

Writing Program Administration 21.2/3 (1998), 106-120

<<http://wpacouncil.org/journalarchives>>

Discusses their program's move to a consensus-based management system, which involved graduate students working closely with administrators. Surveyed previous graduate students who participated in the system. Respondents spoke highly of administrative experience as a benefit to their teaching, research, and past and present administrative experiences. Noted the experience was beneficial during job searches. Some discussions of negatives involved, including time-consumption issues.

KEYWORDS: program, graduate, teaching-assistant, discipline, ideology, consensus, JWPA, survey, student-opinion, data

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Ballif, Michelle; D. Diane Davis; Roxanne D. Mountford

Succeeding as a junior professor

In Ballif, Michelle; D. Diane Davis; Roxanne D. Mountford (Eds.), *Women's ways of making it in rhetoric and composition*; New York: Routledge (2008), 83-116

This chapter uses the advice on surviving junior faculty status that was gathered from the study's 142 respondents. The advice includes strategies for writing, publishing and situating oneself within a university and the field-at-large.

KEYWORDS: JWPA, junior faculty, status, promotion, tenure, guidelines, survey, data, teacher-opinion

Ballif, Michelle; D. Diane Davis; Roxanne D. Mountford

From labor to middle management: Graduate students in writing program administration

In Ballif, Michelle; D. Diane Davis; Roxanne D. Mountford (Eds.), *Women's ways of making it in rhetoric and composition*; New York: Routledge (2008), 117-133

This chapter begins with these conflicting statements: don't take an administrative position until you have tenure and don't wait until after tenure to assume leadership positions. Sharing anecdotes from their study's respondents, the authors provide a more complicated view of junior faculty assuming administrative positions. In some contexts, it is suitable and advisable to take an administrative position before tenure.

KEYWORDS: JWPA, needs-analysis, guidelines, promotion, tenure, survey, data, administrator-opinion

Barr-Ebest, Sally

Gender differences in writing program administration

Writing Program Administration 18.3 (1995), 53-73
<<http://wpacouncil.org/journalarchives>>

Barr-Ebest presents the results of a study for which 201 WPAs shared information about their gender, responsibilities, and academic status as well as the tenure requirements of their institutions. The gender disparity in rates of tenure and the difference between national and WPA tenure rates are highlighted. This article provides a researched depiction of difficulties faced by jWPAs through its focus on earning tenure as a WPA.

KEYWORDS: program, administration, gender-difference

Boyer, Ernest

Scholarship reconsidered: Priorities of the professoriate

Princeton, NJ: Carnegie Foundation for the Advancement of Teaching (1990)

This text, the origin of the Boyer model of scholarship, provides a substantive argument for WPA work as scholarship towards tenure. Boyer argues that scholarship should be defined and rewarded according to the actions expected of a 'quality faculty member': discovery, integration, application, and teaching. Using these categories, institutions will get a more reliable view of a faculty member's scholarly contributions.

KEYWORDS: scholarship, tenure, promotion, service, pedagogy, research

CCCC Committee on Professional Guidance to Departments and Faculty

Statement of professional guidance

Council of College Composition and Communication (1987)

<<http://www.ncte.org/cccc/resources/positions/professionalguidance>>

This position statement offers direct advice to individuals beginning faculty careers in rhetoric and composition. The advice is broken into three categories: conditions of employment; reappointment, promotion, permanent status; and professionalism and collegiality. Appropriate expectations of junior faculty or job candidates are clearly stated as a means of eliminating confusion and protecting faculty, candidates and institutions from the fallout of unclear responsibilities and boundaries.

KEYWORDS: CCCC, policy, profession, hiring, tenure, promotion, responsibility, collegiality, junior-faculty

Desser, Daphne; Darin Payne

Writing program administration internships

In Brown, Stuart C.; Theresa Enos; Catherine Chaput (Eds.), The writing program administrator's resource: A guide to reflective institutional practice; Mahwah, NJ: Erlbaum (2002) 89-100

Advocates for an increase in WPA internships that go beyond grading, teaching and research and include more experience in the day-to-day events of running a program. Discusses strengths and weaknesses related to internships. Offers suggestions for creating internships, including that these positions need to be locally situated, enrich graduate students' education, offer chances for critical evaluation, and be compensated appropriately.

KEYWORDS: WPA, internship, salary, needs-analysis

Duffey, Suellynn; Ben Feigert; Vic Mortimer; Jennifer Phegley; Melinda Turnley

Conflict, collaboration, and authority: Graduate students and writing program administration

Rhetoric Review 21.1(2002) 79-87

Discusses problems with experienced administrator serving as peer group facilitators. Advocates an approach that 'engages' difference. Addresses the difficulty in removing hierarchal structure in groups. The authors worked toward creating identities that resisted traditional administrative roles and promoted more collaboration. Collaboration helps in creating identity and working through difficult issues.

KEYWORDS: WPA, graduate student, authority

Ebest, Sally Barr

The next generation of WPAs: A study of graduate students in composition/rhetoric

Writing Program Administration 22.3 (1998) 65-84

<<http://wpacouncil.org/journalarchives>>

Discusses findings from an 80-question survey sent to WPAs focusing on graduate student preparation in teaching, research, and service, with suggestions for changes. Responses discuss how graduate students are prepared for teaching; lack of preparation for research and methodology; and limited opportunities for experiences in writing program administration. Suggestions for change include added coursework in composition theory and program administration; increased experience in research methodology; and developing more administrative internships.

KEYWORDS: WPA, change, graduate, rhet/comp

Eckerle, Julie; Karen Rowan; Shevann Watson

When the administrator is a graduate student: Suggestions and concerns

In Silk, Bobbie Bayliss (Ed.), The writing center resource manual, 2nd. edition; Emmitsburg, MD: National Writing Center Association (2001) Section IV.8.2

Offers practical advice on hiring and maintaining GSAs in writing centers. Discusses difficulties with position (including lack of authority and support and varying responsibilities). Includes sections on making position work for you; management tips; and maintaining continuity in the positions.

KEYWORDS: wcenter, administrating, graduate, JWPA, authority, preparation, model, program, sustainability, apprenticeship, mentoring

Eckerle, Julie; Karen Rowan; Shevaun Watson

From graduate student to writing administrator: Substantive training for a sustainable future

Anderson, Virginia; Susan Romano (Eds.), *Culture shock and the practice of profession: Training the next waive in rhetoric and composition*; Cresskill, NJ: Hampton Press (2005) 215-238

Discuss the lack of preparation most graduate students have in administrative work. Calls for increased, sustainable training in administration. Notes conflicts with available resources; suggests looking at students outside rhet/comp for these positions. Offers different models as possibilities for developing sustainable programs, focusing on apprenticeship, mentoring, and collegueship. Regardless, calls for hands-on experience and time to reflect and analyze experiences.

KEYWORDS: graduate student, administrator-preparation, JWPA, maintenance, program, model, WPA, faculty-mentoring

Eckerle, Julie; Karen Rowan; Shevaun Watson

Graduate student writing center administrators: Some concerns and proposals

Writing Lab Newsletter 25.6 (2001) 4-6

Discusses lack of representation and visibility nationally for Writing Center GSAs. Discusses problems related to lack of authority and consistency of positions. Proposes more representation at the national level, more attention to GSA concerns, and outlines a twelve point position statement for adoption (eventually it became IWCA position statement).

KEYWORDS: wcenter, graduate student, administering, JWPA, policy

Edgington, Anthony; Stacy Hartlage Taylor

Invisible administrators: The possibilities and perils of graduate student administration

WPA: Writing Program Administration 31.1/2 (2007) 150-170

<<http://wpacouncil.org/journalarchives>>

Discusses a national survey of graduate student experiences while serving in administrative positions. Discusses five arguments often used to support policy and respondents reactions to these arguments. Argues for more support for graduate student

administrators (GSAs); more behind-the-scenes experiences; more job market preparation for GSAs; increase program assessment of GSA positions; and a more significant voice from composition community about the use of GSAs.

KEYWORDS: administrating, graduate, JWPA, administration, job market, survey, student-experience, data

Enos, Theresa

Reflexive professional development: Getting disciplined in writing program administration

In Brown, Stuart C.; Theresa Enos; Catherine Chaput (Eds.), *The writing program administrator's resource: A guide to reflective institutional practice*; Mahwah, NJ: Erlbaum (2002) 59-70

Discusses how to incorporate professional development opportunities into current graduate programs. Offers a critique of past discussion on professionalization (including lack of discussion on WPA work). Argues that graduate student experience in WPA helps job prospects, but still only seen as service. Discusses need for more coursework in writing program administration.

KEYWORDS: WPA, retraining, administrator-growth, graduate program, professionalization, job market, curriculum

Fontaine, Sheryl I.

Revising administrative models and questioning the value of appointing graduate school WPAs

In Fontaine, Sheryl I.; Susan M. Hunter (Eds.), *Foregrounding ethical awareness in composition and English studies*; Portsmouth, NH: Boynton/Cook (1998) 83-92

Discusses rising popularity in using graduate students in administrative positions in writing programs. Discusses negative values promoted by these moves, including GSAs difficulty in supervising peers; GSAs inhabiting two different worlds (student and administrator); devaluing of WPA work; strained student-faculty relationships; and exploitation. Offer a revised hierarchy that is more democratic and decentralized, changes name designations, and makes the positions learning-centered.

KEYWORDS: ethical, JWPA, needs-analysis, teacher-student, exploitation, change, learning-centered

Gebhardt, Richard C.

Preparing yourself for successful personnel review

In Gebhardt, Richard C.; Barbara Genelle Smith Gebhardt (Eds.) *Academic advancement in composition studies scholarship, publication, promotion, tenure*; Mahwah, NJ: Erlbaum (1997) 117-128

This article presents clear, common sense but often disregarded, tips for successful applications for tenure and promotion. Several other sources which support the evaluation of administration and service as scholarship are provided. This list of sources allows for easy access to national policy statements and reports on the scholarship of WPA work.

KEYWORDS: composition-studies, faculty-status, personnel-review, guidelines, JWPA, policy, tenure, promotion, scholarship, service

Holberg, Jennifer L.; Marcy M. Taylor

Apprenticeship versus partnership: Graduate students as administrators

Composition Chronicle Newsletter for Writing Teachers 08.9 (1996) 6-8

Criticizes current apprenticeship model in preparing graduate students for administrative work, implying hierarchy master-apprentice identity. Argues this places graduate student into a consistent novice role and stunts professional growth. Explains the system that the authors worked in, which offered more opportunities for administrative experience and was decentralized, with graduate students holding more leadership and mentorship roles. Offered more autonomy and administrative experience.

KEYWORDS: JWPA, training, graduate student, administration, apprentice, colleague, hierarchy, teacher-growth, decentralization, leadership, mentoring

Hult, Christine; the Portland Resolution Committee

The Portland resolution

Writing Program Administration 16.1-2 (1992) 88-94

<<http://wpacouncil.org/journalarchives>>

This position statement offers guidelines for composing job descriptions for the hiring of WPAs. While it is most useful to potential jWPAs and institutions prior to hiring, it may be useful to jWPAs negotiating the responsibilities associated with their faculty positions. The Portland Resolution can also be used to demonstrate support for viewing WPA work as scholarship.

KEYWORDS: Portland Resolution, scholarship, hiring, WPA, JWPA, policy

Janangelo, Joseph

Somewhere between disparity and despair: Writing program administrators, image problems, and the MLA job information list

Writing Program Administration 15.1-2 (1991) 60-66

<<http://wpacouncil.org/journalarchives>>

The author provides an analysis of the 1988 and 1989 MLA Job Information List job descriptions for WPAs with special attention to statements regarding literary training and the 'language of opportunity'. He suggests that the Council of WPAs create a coalition for developing job ad guidelines. The CWPA should also allocate space in the WPA journal for appropriate ads and communicate with institutions about expectations of WPAs. This information is useful for those interested in the expectations of jWPAs as they enter new positions.

KEYWORDS: WPA, self-image, MLA, job-information, disparity, despair, job-conditions, literary expertise, bridging-the-gap

Long, Mark C.; Jennifer H. Holberg; Marcy M. Taylor

Beyond apprenticeship: Graduate students, professional development programs and the future(s) of English studies

Writing Program Administration 20.1-2 (1996) 66-78

<<http://wpacouncil.org/journalarchives>>

Argues that graduate programs focus more on preparation for future teaching than preparation for future out of classroom work. Calls the current model the apprenticeship model, which endorses unequal positions, little reflection, and reproduces TAs instead of colleagues. Proposes a collegial model that emphasizes experience in administration and a more collaborative administrative structure. Involves a more structured professional development program and developing a community of teachers.

KEYWORDS: teaching-assistant, teacher-training, program, graduate, apprenticeship model, inequality, hierarchy, WPA, JWPA, collegiality

McLeod, Susan H.

Scholarship reconsidered: A view from the dean's office

In Gebhardt, Richard C.; Barbara Genelle Smith Gebhardt (Eds.) Academic advancement in composition studies scholarship, publication, promotion, tenure; Mahwah, NJ: Erlbaum (1997) 177-190

From her experience as a dean, McLeod provides case studies of several WPAs seeking tenure and promotion, and the ways their scholarship and service were evaluated. She argues that problems of defining scholarship occur at the department level rather than at the level of upper administration. She suggests that WPAs seeking tenure familiarize themselves with Boyer's *Scholarship Reconsidered* for help educating colleagues.

KEYWORDS: composition-studies, faculty-status, scholarship, administrator-perception, tenure, promotion

Miller, Scott L.; Brenda Jo Brueggemann; Bennis Blue; Deneen M. Shepherd

Present perfect and future imperfect: Results of a national survey of graduate students in rhetoric and composition programs

College Composition and Communication 48.3 (1997) 392-409

Discusses findings from a national survey of graduate students. Respondents were happy with current life (including mentors, community support, and flexibility), but worried about future work in field (including worries about the job market and what to expect when entering the professoriate). The authors offer recommendations, including more accountability to students, increased opportunities for professional development, and more opportunities for mentoring in different professional areas.

KEYWORDS: graduate, program, rhetoric, composition-studies, change, job-prospect, training, survey, student-opinion, data

Miller, Thomas P.

Why don't our graduate programs do a better job of preparing students for the work that we do?

WPA: Writing Program Administration 24.3 (2001) 41-58

<<http://wpacouncil.org/journalarchives>>

Focuses on how to better prepare graduate students for administrative work. Discusses how the teaching of writing has become devalued in the academy, including how composition's scholarship has been ignored. Advocates an approach rooted in civic engagement as preparation for WPA work. Will lead to stronger leadership skills and the ability to handle multiple situations.

KEYWORDS: TA-training, WPA, graduate student, administration, profession, JWPA, scholarship, service

Modern Language Association; Commission on Professional Service

Making faculty work visible: Reinterpreting professional service, teaching, and research in the fields of language and literature

New York: Modern Language Association(1996)

<http://www.mla.org/rep_facultyvis>

Using the values of intellectual work and academic and professional citizenship the commission examined the traditional promotion measures of teaching, research and service. The report presents two case studies as a means of mapping the intersection of the traditional measures with the values of intellectual work and citizenship. Suggestions are offered for documenting the scholarship of administrative work and institutions are encouraged to consider more meaningful promotional measures.

KEYWORDS: scholarship, policy, guidelines, service, citizenship, service, research, pedagogy, case-study

Mountford, Roxanne

From labor to middle management: Graduate students in writing program administration

Rhetoric Review 21.1 (2002) 41-53

Recounts own WPA experience, acknowledging ambivalence about the position. Discusses ways WPAs can work toward changing working conditions, especially for adjunct faculty and GTAs. Focus on author's administrative work while in graduate school, arguing that GSAs need more experience with political realities of job, especially related to power and authority. Article juxtaposes narrative with analysis.

KEYWORDS: WPA, graduate student, teacher-story, placement, recalibration, assessment, job-conditions

Mullen, Carol; Sean A. Forbes

Untenured faculty: Issues of transition, adjustment and mentorship

Mentoring and Tutoring: Partnership in Learning 08.1 (2000) 31-46

This article reports the findings of a study on the socialization of untenured faculty. The responses of 60 untenured faculty from the U.S., Canada and Australia were analyzed according to the categories of criteria for tenure, collegiality and academic power and politics. Mullen and Forbes conclude that the current socialization process for untenured faculty is unreliable and better socialization requires better mentoring programs.

KEYWORDS: faculty-mentoring, tenure, junior-faculty, promotion, collegiality, power, socialization

Murray, Piper

When we could care less: The taboo subject of teacher apathy

ERIC Document Reproduction Service ED 465 166 (2002)

Discusses experiences with teacher apathy as a graduate student writing program coordinator. Discusses difficulty communicating with apathetic instructors from graduate student role. Acknowledges need for strong support network, but problems stem from teachers not seeing reason to care since problems persist. Calls for need to reflect on why apathy occurs among teachers.

KEYWORDS: teacher-growth, burn-out, teacher-story, JWPA, graduate student, support group

Nicolas, Melissa; Allison D. Smith; Trixie G. Smith

(E)merging identities: Graduate students in the writing center

Southlake, TX: Fountainhead Press (2008)

Part II entitled "Graduate Students as Administrators." Includes "The Tale of the Position Statement: Finding a Voice for the Graduate Student Administrator in Writing Center Discourse" by Julie Eckerle, Karen Rowan, and Shevaun Watson; "Mentoring Graduate Students as Assistant Directors: Complementary Journeys" by Leigh Ryan and Lisa Zimmerelli; "From Innocence to Experience to Organized Innocence: Graduate Student Administrators Negotiate Positions of Power" by Katherine E. Tirabassi, Amy A Zenger, and Cinthia Gannett; "You're Either a Scholar or an Administrator, Make Your Choice: Preparing Graduate Students for Writing Center Administration" by Nathalie Singh-Corcoran; and "Grounds for Growth: A Territorialist Perspective on Graduate Students in the Writing Center" by Luke Niiler.

KEYWORDS: wcenter, graduate, JWPA, teacher-growth, mentoring, hierarchy, tutoring, tutor-student

Olson, Gary A.; Joseph M. Moxley

Directing freshman composition: The limits of authority

College Composition and Communication 40.1 (1989) 51-60

Olson and Moxley surveyed 136 department chairs in order to determine how WPAs are viewed in their immediate departmental context, how they are evaluated, and power they are afforded in their positions. The study demonstrates that chairs prefer not to extend programmatic power to WPAs, and indeed, believe WPAs should be at most advisory in such decisions. The chairs' expectations and desires are in conflict with the field's most

common depiction of WPA work, and thus, jWPAs may enter positions or the tenure application process with false expectations.

KEYWORDS: FYC, WPA, authority, administration, staffing, FYC, survey, administrator-opinion, chair, department, teacher-evaluation, power

Pemberton, Michael A.

Tales too terrible to tell: Unstated truths and underpreparation in graduate composition programs

In Fontaine, Sheryl I.; Susan Hunter (Eds.), *Writing ourselves into the story*; Carbondale, IL: Southern Illinois University Press (1993) 154-173
[ERIC Document Reproduction Service, ED 358 781]

Argues that graduate programs do not do enough to prepare future WPAs for administration. Discusses inevitability of administrative work; lack of coursework in administration (and reliance on 'lore' for preparation); ideological views of composition that devalue pedagogy and administration; and practical limitations (including arguments against increasing graduate coursework and lack of importance given to administrative work in tenure decisions). Offers suggestions for creating administration themed graduate courses.

KEYWORDS: marginality, graduate, program, WPA, administrator-preparation, curriculum, needs-analysis

Peters, Bradley

Enculturation, not alchemy: Professionalizing novice writing program administrators

Writing Program Administration 21.2/3 (1998) 121-136

<<http://wpacouncil.org/journalarchives>>

New, untenured WPAs are often faced with political and workload pressures for which they are not prepared. To meet these demands, jWPAs undergo three stages of learning to 'read' their own programs. Peters shares his experience of moving through these phases and discovering the necessity of a dialectical relationship between the infrastructure and superstructure. He identifies this relationship key to a program's success. He also cautions that becoming 'enculturated' as a WPA may lead to the WPA being an agent of systems of inequities and power disparities, leaving them less 'open to change' and inquiry.

KEYWORDS: WPA, professional, enculturation, professionalization, novice, JWPA, administrator-story, infrastructure, superstructure, change, burn-out

Qualley, Donna; Elizabeth Chiseri-Strater

Split at the root: The vulnerable writing program administrator

WPA: Writing Program Administration 31.1/2 (2007) 171-184

<<http://wpacouncil.org/journalarchives>>

Qualley and Chiseri-Strater, two new WPAs, find that theories of collaboration and shared agency do not always work in practice. Time constraints, different levels of knowledge and experience, and an attachment to being right can disrupt people's ability to be open to difference and engage in self-reflection. The disparity between the ideals proposed in scholarship and the reality of WPA work can cause new WPAs to feel 'split at the root.'

KEYWORDS: administrators, administration, WPA, JWPA, vulnerability, administrator-preparation, false ideal, disillusion, faculty-cooperation

Rose, Jeanne Marie

Coming of age as a WPA: From personal and to personnel

WPA: Writing Program Administration 28.3 (2005) 73-88

<<http://wpacouncil.org/wpa28n3>>

Using corporate leadership and management models, Rose argues that all, but especially new untenured WPAs, should focus on building interpersonal relationships with the faculty with whom they work. Rose details her own experiences as a WPA to demonstrate how management theory can help us better understand how we interact with our colleagues. She acknowledges the reluctance of some to consider using management theory, but believes it may help us change the stories of WPAs.

KEYWORDS: WPA, JWPA, administrator-story, administration, supervising, personal, management-theory, interpersonal

Rowan, Karen

History of Graduate Student Administration Statement

International Writing Centers Association(2006)

<<http://writingcenters.org/about/iwca-position-statements/gsa-history/>>

Discusses the history of putting together the GSA statement. Discusses online discussion and work at workshops on the statement. Connection to earlier position statement for writing center directors is discussed.

KEYWORDS: wcenter, JWPA, policy, needs-analysis, guidelines, Graduate Student Administration Statement, International Writing Centers Association

Schell, Eileen E.

Who's the boss?: The possibilities and pitfalls of collaborative administration for untenured WPAs

Writing Program Administration 21.2/3 (1998) 65-80

<http://wpacouncil.org/journalarchives>

Schell advocates for collaborative writing program administration as a means of extending agency to more than one individual, thereby disseminating responsibility and distributing the opportunities to lead. The article, however, focuses on the inherent difficulties in trying to realize such an ideal form of collaboration due to the less than ideal power structures and contexts writing programs exist within. The success of collaborative administration is largely due to the personalities and beliefs of the collaborating WPAs. Her own experience of collaborative administration is presented in case study form.

KEYWORDS: WPA, team-administration, career, JWPA, untenured, needs-analysis, case-study, administrator-cooperation, personality

Schilb, John

Scholarship in composition and literature: Some comparisons

In Gebhardt, Richard C.; Barbara Genelle Smith Gebhardt (Eds.) Academic advancement in composition studies scholarship, publication, promotion, tenure; Mahwah, NJ: Erlbaum (1997) 21-29

Schilb details the major differences between composition and literary scholarship. The intent is to inform literary scholars who need assistance in evaluating the work of the composition scholar colleagues. Major differences include composition's (1) lack of a textual canon, (2) emphasis on teaching, (3) inclusion of quite numerous and varied concerns, and (4) compositions's variety of scholarship.

KEYWORDS: composition-studies, faculty-status, scholarship, bridging-the-gap, literature, tenure, promotion, teacher-evaluation, canon, scholarship

Sun, Lulu C. H.; Maureen M. Hourigan

The MLA Job Information List: The perils of not paying attention

Journal of the Midwest Modern Language Association 33.2 (2000) 79-93

Analyzing job postings on the MLA Job Information List, Sun and Hourigan demonstrate that many WPA positions require technological expertise and emphasize technological skills over theoretical understanding technology's impact on literacy. New and potential jWPAs, are cautioned to pay particular attention to this distinction, since it may be a significant determinant in whether the technological expertise will be viewed as an intellectual contribution. Therefore, it may also necessitate that jWPAs reposition their work accordingly to gain tenure.

KEYWORDS: MLA Job Information List, WPA, theory-praxis, technology, literacy, administrator-knowledge, JWPA, scholarship, tenure

Thomas, Trudelle

The graduate student as apprentice WPA: Experiencing the future

Writing Program Administration 14.3 (1991) 41-52

<http://wpacouncil.org/journalarchives>

Discusses the need to better prepare graduate students for administrative work. Focuses on traits that WPAs should possess, including ability to advocate, vision, and ability to work with different people. Outlines ideas to help graduate students gain these traits, including apprenticeship in program administration, varied service and teaching experience, and involvement in faculty/teacher training and program assessment.

KEYWORDS: teaching-assistant, teacher-training, graduate, JWPA, administrator-preparation, interpersonal, apprenticeship, program-validation

Vaughn, William

I was an adjunct administrator

In Bousquet, Marc; Tony Scott; Leo Parascondola (Eds.), *Tenured bosses and disposable teachers: Writing instruction in the managed university*; Carbondale, IL: Southern Illinois University Press (2004) 165-170

Adjunct administrators represent the ease with which universities assign a large amount of responsibility to individuals who are often already overburdened, lacking opportunity for advancement and under compensated. These WPAs, however, are also usually well-positioned to participate in, and create environments that foster change. Together adjunct WPAs and faculty can perform 'collective self-administration'.

KEYWORDS: adjunct, JWPA, administration, faculty, graduate student, English, faculty-cooperation

White, Edward M.

Teaching a graduate course in writing program administration

In Brown, Stuart C.; Theresa Enos; Catherine Chaput (Eds.), *The writing program administrator's resource: A guide to reflective institutional practice*; Mahwah, NJ: Erlbaum (2002) 101-112

Discusses experience offering summer WPA workshops and a graduate level course in writing program administration. Discusses process of designing the course based on previous experiences and critical reflection. Includes copy of course syllabus. Reflects on assignments and readings in the course (including need to make more productive use of course readings). Concludes with student comments from the book.

KEYWORDS: WPA, faculty-workshop, teacher-opinion, assignment, graduate, seminar, practice, syllabus, sample

Willard-Traub, Margaret K.

Professionalization and the politics of subjectivity

Rhetoric Review 21.1 (2002) 61-69

Reflection on time spent working with tenured faculty on funding opportunities. Discovered how institutional politics influence academic work groups ('politics of subjectivity'). Discusses benefits and drawbacks of experience. Conflict between composition and non-composition faculty discussed. Issues of power and authority addressed.

KEYWORDS: WPA, graduate student, University of Michigan, English Composition Board, portfolio, placement, testing-design, funding, institutional, political, cross-campus, power, authority