6 Practical Resources for Writing Program Administrators: A Selected Bibliography

Anne Whitney

General Resource Guides/Overviews

Adler-Kassner, Linda, and Gregory R. Glau. *The Bedford Bibliography for Teachers of Basic Writing.* 2nd Ed. New York: Bedford/St. Martin's, 2005. (Available online at http://www.bedfordstartins.com/basicbib/)

Reynolds, Nedra, Bruce Herzberg, and Patricia Bizzell. *The Bedford Bibliography for Teachers of Writing.* 6th Ed. New York: Bedford/St. Martin's, 2003. (Available online at <http://www.bedfordstmartins.com/bb/>.)

These two comprehensive annotated bibliographies are available free of charge online and are resources for both the new teacher of composition as well as the new or experienced WPA needing a quick reference. Sections in *The Bedford Bibliography for Teachers of Writing* include "Resources," "History and Theory," "Composing, Literacy, and the Rhetorics of Writing," "Curriculum Development," and "Writing Programs." Sections in *The Bedford Bibliography for Teachers of Basic Writing* include "History and Theory: Basic Writing and Basic Writers," "Pedagogical Issues," "Curriculum Development," and "An Administrative Focus."

Brown, Stuart C., Theresa Enos, and Catherine Chaput. *The Writing Program Administrator's Resource: A Guide to Reflective Institutional Practice.* Mahwah, NJ: Lawrence Erlbaum Associates, 2002.

Divided into two broad sections, "Instituting Change" and "Instituting Practice," this handbook is a collection of essays from established authorities in the field addressing problems and issues both local and global. The first section, "Instituting Change," discusses WPA work as it is situated within the college or university and within the wider landscape of academia; chapters address, for example, "Politics and the WPA" (Douglas D. Hesse), "Certifying the Knowledge of WPAs" (Gail Stygall), "Teaching a Graduate Course in Writing Program Administration" (Edward M. White), "Moving Up the Administrative Ladder" (Susan H. McLeod), and "Part-Time/Adjunct Issues: Working Toward Change" (Eileen E. Schell). The second section, "Instituting Practice," addresses the myriad practical problems WPAs experience, offering suggestions for action but also reflections on and thoughtful rationales for recommended practices. Topics include, for example, "Figuring it Out: Writing Programs in the Context of University Budgets" (Chris M. Anson), "Hard Work and Hard Data: Using Statistics to Help Your Program" (Gregory R. Glau), "Writing Program Administration and Instructional Computing" (Ken S. McAllister and Cynthia L. Selfe). The volume also includes an excellent annotated bibliography.

Council of Writing Program Administrators: http://wpacouncil.org.

The Council of Writing Program Administrators is the primary professional organization for WPAs. Its resources, all available through its website, include the refereed journal *WPA: Writing Program Administration,* online discussion forums, an annual conference, and a consultant-evaluator service for writing programs.

Janangelo, Joseph, and Kristine Hansen, Eds. *Resituating Writing: Constructing and Administering Writing Programs.* Crosscurrents: New Perspectives in Rhetoric and Composition. Portsmouth, NH: Boynton/Cook, 1995.

These essays on writing program administration go beyond practical guidelines to constitute scholarship in the field. The pieces articulate

theory and raise a scholarly agenda along with a political one: "We want to resituate writing programs in the academy—not just physically [. . .] but conceptually as well—to take them from the margins and locate them at the center of undergraduate education. We hope to take them out of the purely service category they have occupied for so long and permit them to take their place with other respected units in the academy" (xvi). Indeed, several of the essays collected here, written by experienced WPAs, have since become classic pieces, cited often.

Rose, Shirley K, and Irwin Weiser, Eds. *The Writing Program Administrator as Researcher: Inquiry in Action & Reflection.* Portsmouth, NH: Boynton/Cook Publishers, 1999.

The essays in *The WPA as Researcher* combine descriptions of specific research activities engaged in by WPAs (Part I) with a general discussion of issues relevant to WPA researchers such as methods (historical, archival, postmodern mapping) and politics (Part II). The volume reflects the increasing understanding among WPAs and in composition generally that WPA work is not only compatible with research but is inextricably enmeshed with it.

Rose, Shirley K, and Irwin Weiser, Eds. *The Writing Program Administrator as Theorist.* Portsmouth, NH: Boynton/Cook/Heinemann, 2002.

The essays in this collection address the notion that WPA work is in fact theoretical work: WPAs draw upon, develop, and refine theory in their practice. The book's two parts correspond with the two major contexts in which WPAs work: the context of the individual institutions in which WPAs work (Part I) and the context of the field (Part II). Chapters include both discussions of WPA theorizing considered broadly and discussions of specific projects that could serve as models for scholarship.

Ward, Irene, and William J. Carpenter. *The Allyn & Bacon Sourcebook for Writing Program Administrators.* 1st ed. New York: Longman, 2002.

This text is a practical, how-to compendium for WPAs, containing eleven original articles and many more reprinted from *WPA: Writing Program Administration, ADE Bulletin,* and *College English.* The first two sections, "Who Are You as an Administrator?" and "Administering, Managing, Leading," are especially appropriate for the new administrator, providing basic orientations to that role. Part III, "Teaching Assistant Training and Staff Development" and Part IV, "Curriculum Design and Assessment," assemble and present major research in those two areas, providing a sensible starting point and set of rationales for the WPA designing policies and programs. The chapters in Part V discuss "Promotion and Professional Issues for WPAs," considering the WPA's situation as both faculty member and administrator.

WPA Listserv, Information and instructions available at http://wpacouncil.org/wpa-l

This e-mail discussion list is an international forum for writing program administrators at all kinds of institutions. Topics range from classroom strategies to institutional concerns.

Curriculum and Pedagogy

Association of Departments of English. "ADE Guidelines for Class Size and Workload for college and University Teachers of English: A Statement ofPolicy." 1992. Policy Statement. <http://www.ade. org/policy/policy_guidelines.htm>

NCTE College Section. "Statement on Class Size and Teacher Workload: College." 1987. Position Statement. <http://www.ncte.org/ about/over/positions/category/class/107626.htm>.

Taken together, these two statements—the former from the Association of Departments of English (ADE), and the latter from the college section of the National Council of Teachers of English (NCTE)—present recommendations limiting class sizes and faculty student loads. This is the discipline's standard, helpful for making arguments to administrators accustomed to more traditional, large lecture-based models of classroom instruction.

"CCCC Position Statement on Teaching, Learning, and Assessing
     Writing in Digital Environments." NCTE. 2004. Position State-
     ment.   <http://www.ncte.org/cccc/resources/positions/123773.
     htm>.

This position statement presents recommendations for best practice in
using technology in writing instruction, including positions on online
courses and on machine scoring of student writing.

Corbett, Edward P. J., Nancy Myers, and Gary Tate, eds. *The Writing
     Teacher's Sourcebook.* 4th ed. New York: Oxford UP, 2000.

The editors have collected articles from prominent voices in the teach-
ing of composition in a volume meant to serve as a basic compendium.
Its "General" section addresses the context for composition at the end
of the twentieth century. The "Theory" section includes three clusters
of articles presenting frameworks for understanding what composition
is and rationales for composition pedagogies. Finally, the "Practice"
section's six clusters of essays present teaching approaches and prob-
lems ranging from planning for instruction to such specifics as gram-
mar and the paragraph. Each cluster is followed by a list of additional
readings on the topics presented.

Ferris, Dana, and John S. Hedgecock. *Teaching ESL Composition: Pur-
     pose, Process, and Practice.* Mahwah, NJ: Lawrence Erlbaum As-
     sociates, 1998.

Ferris and Hedgecock's resource on teaching English learners com-
bines (a) solid overviews of current theory, (b) clear, use-in-class-to-
morrow examples of teaching activities, and (c) questions for reflection
and discussion appropriate for use in a TA seminar or faculty study
group. The volume covers the full range of issues pertinent to ESL in-
struction, ranging from the reading-writing connection to construct-
ing assignments to grammar and correctness.

Hillocks, George, Jr. *Teaching Writing as Reflective Practice.* New York:
     Teachers College Press, 1995.

George Hillocks weaves together innumerable strands of theory and wide-ranging experiences in secondary school and college writing classrooms to present a unified view of what can work in teaching composition, why it works, and how to organize instruction so that it will have a chance to work. The resulting picture of composition teaching is a teaching that is reflective (Chapter 2); integrates theoretical, experiential, and research knowledge (Chapter 3) in a constructive-developmental framework (Chapter Four); considers the composing process in all its complexity and variability (Chapter 4); and centers on the areas of discourse and inquiry as essential knowledge for writers (Chapter 5). Hillocks illustrates this ambitious and comprehensive portrait with concrete examples of planning for instruction: setting goals (Chapter 7), developing "gateway activities" that move students beyond their initial competence levels (Chapter 8), sequencing classroom activities (Chapter 9), and, finally, working with students in the classroom, adjusting and refining plans upon reasoned reflection in the moment of instruction (Chapter 10). In the end, Hillocks presents an approach to teaching writing that makes both theoretical and practical sense, a richly detailed portrait of teaching as challenging, complex, and yet ultimately possible.

Palmquist, Michael, Kate Kiefer, James Hartvigsen, and Barbara Goodlew. *Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms.* Greenwich, CT: Ablex, 1998.

These authors' goal is "to explore the contextual interactions between technology and writing instruction" (xiv). In particular, they examine the various transitions at hand as writing instruction increasingly makes use of computers through two studies: the Transitions Study followed four faculty members and their students as they taught essentially the same courses in both computer classrooms and traditional classrooms; the New Teachers Study followed three novice composition instructors learning to teach writing in computer classrooms. While the volume is primarily a presentation of research, it includes frequent sidebars that point out specific teaching strategies readers might use in their own transitions into teaching with computers.

Tate, Gary, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies.* New York: Oxford UP, 2001.

This collection of twelve essays provides an overview of the major pedagogical approaches currently in use in composition, resulting in an orientation guide for beginning instructors or those new to the field. Approaches addressed include process (Lad Tobin), expressive (Christopher Burnham), rhetorical (William A. Covino), collaborative (Rebecca Moore Howard), cultural studies (Diana George and John Trimbur), critical (Ann George), feminist (Susan C. Jarratt), community-service (Laura Julier), writing across the curriculum (Susan McLeod), writing centers (Eric H. Hobson), basic writing (Deborah Mutnick), and technology (Charles Moran). The chapters both present the authors' own experiences with the approach and point to major scholarship that someone interested in the approach would do well to read.

Assessment and Accountability

Angelo, Thomas A. and Cross, K. Patricia. *Classroom Assessment Techniques: A Handbook for College Teachers.* 2nd ed. San Francisco: Jossey-Bass, 1993.

This handbook is directed at college teachers across disciplines rather than at writing teachers in particular, and it thus at times reflects an orientation toward the large lecture kind of classroom. However, it is worth overlooking those sections, for the rest of the book is a resource for instructors who wish to use assessment not only for assigning grades (which is covered here) but for learning about students' thinking and growth and learning about their own teaching effectiveness. The book's Part One provides clear advice and multiple practical examples for setting teaching goals and setting out to assess progress towards those goals. Part Two describes and provides examples of specific techniques for assessing prior knowledge, recall, understanding, and skills as varied as analysis, synthesis, and problem-solving. Student attitudes and students' reactions to instruction are also addressed here. Finally, Part Three suggests how faculty can act on the insights gained from assessment to reflect and improve.

Broad, Bob. *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing.* Logan: Utah State UP, 2003.

Broad's research at one university helps to clarify what rubrics can and cannot do for a writing program and its faculty. He reports on that institution's development and use of a non-rubric based assessment system he terms "Dynamic Criteria Mapping" (DCM), then explores its implications and makes recommendations for other universities to implement the system. In DCM, faculty gather to assess student portfolios without a rubric or scoring guide, instead working to make explicit those internal criteria that they already held before the session began and which presumably informed their classroom teaching.

Hamp-Lyons, Liz, and William Condon. *Assessing the Portfolio: Principles for Practice, Theory, and Research.* Cresskill, NJ: Hampton Press, 2000.

Hamp-Lyons and Condon make a case for large-scale portfolio assessment programs as an alternative to more traditional testing and timed-writing assessments. After discussing the history of portfolio assessment in general (Chapter 1), the volume establishes a clear theoretical and research context for their use: Chapter 2 provides a delineation of nine characteristics of portfolios (collection, range, context richness, delayed evaluation, selection, student-centered control, reflection and self-assessment, growth along specific parameters, and development over time), and then demonstrates how those features of portfolios can be employed within the context of a variety of theoretical approaches to composition. Particularly useful to WPAs are the authors' discussions of portfolio assessment in practice (Chapter 3) and of developing a sound theoretical approach to their implementation (Chapter 4). Finally, Chapter 5 proposes a research agenda for further inquiry.

Huot, Brian A. *(Re)articulating Writing Assessment for Teaching and Learning.* Logan: Utah State UP, 2002.

Huot seeks to redefine the terms of composition's discourse on assessment and to rearticulate—or in some cases articulate clearly for the first time—exactly what we mean when we say "assessment." He stresses the fundamental differences between types and purposes of assessment activities (such as grading, testing, and evaluating) and argues for a more clearly defined field inquiry in to assessment with an explicit focus on validity. He discusses teachers' response to student

writing, arguing that what is most needed and most effective is an account of the teacher's response *as a reader.* He explores the connection between assessment and classroom teaching, and he demonstrates the sometimes unstated theoretical orientations that necessarily underlie all instances of writing assessment. Finally, he considers writing assessment as a form of research and provides two practical models of writing assessment.

Royer, Dan, and Roger Gilles, eds. *Directed Self-Placement: Principles and Practices.* Cresskill, NJ: Hampton Press, 2003.

The essays in this collection describe an alternative to the test scores, placement tests, and portfolio assessments most colleges use to place students in first-year writing courses. In DSP, students receive clear information about course expectations and advice on how to make a decision about which courses to take, and then students decide on their own placements. Chapters in this volume describe several universities' approaches to DSP and explore the issues it raises.

White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide.* 4th ed. New York: Bedford, Freeman, Worth, 2007.

This book is written for instructors as a guide to "developing worthwhile writing assignments, responding sensitively to what students write, and evaluating that work intelligently and fairly" (vii). The first chapter, "Writing Assignments and Essay Topics," is particularly appropriate for use with beginning instructors or TAs, as it encourages thoughtful and explicit framing of writing tasks for students and includes many concrete example assignments along with teaching and scoring tips; also helpful for new instructors is "Responding to and Grading Student Writing" (Chapter 6). The rest of the volume speaks more to testing than to classroom instruction (though White argues convincingly throughout that the two must inherently be linked in order for either to be useful): chapters include "Helping Students Do Well on Essay Tests," "Placement or Diagnostic Essay Tests Based on Personal Experience," "Placement or Diagnostic Essay Tests Based on Given Texts," "Exit and Proficiency Examinations," and "Using Portfolios: Definitions, Strengths, and Weaknesses."

Wolcott, Willa, and Sue M. Legg. *An Overview of Writing Assessment: Theory, Research, and Practice.* Urbana, IL.: NCTE, 1998.

While the authors' stated audience for this book is first and foremost individual teachers using assessment in individual classrooms, most of the discussion in fact focuses on large-scale assessments such as those used for placement or program evaluation. Each chapter then concludes with "tips for teachers" that illustrate how such assessments need not be sharply divorced from the regular life of the classroom. They define and provide specific examples of a range of assessment approaches (such as impromptu samples, multiple samples or portfolios) and scoring approaches (such as holistic, analytic, or primary trait). They advise readers on topic design and provide clear discussions of validity and reliability. An especially helpful chapter describes procedures for training scorers to maximize inter-rater reliability—an enlightening exercise for any writing program faculty even outside the context of a formal assessment. Final chapters address cross-curricular assessment issues, issues of equity in assessment, and the future of writing assessment.

Yancey, Kathleen Blake, and Irwin Weiser, eds. *Situating Portfolios: Four Perspectives.* Logan, UT: Utah State UP, 1997.

This collection of essays includes contributions from authorities across composition considering the impact and implications of the now-widespread use of portfolios. Essays in the first section, "Theory and Power," consider portfolios in a range of theoretical lights, describe a range of current portfolio applications, and point out problematic aspects of those applications. The second section, "Pedagogy," includes essays on the relationship between portfolios and the actual work that students and teachers do together in classrooms. In the third section, "Teaching and Professional Development," essays discuss teacher portfolios both as evaluation tools and as tools for reflection and growth. Finally, a "Technology" section takes up how technologies such as hypertext and digital media are changing—and not changing—portfolios.

STAFFING AND STAFF DEVELOPMENT

Dunn, Richard J. "Teaching Assistance, Not Teaching Assistants."
    ADE Bulletin 97 (1990): 47–50.

Dunn recommends reforms for the way teaching assistants' work is
structured in order that PhD programs in English also work effectively
as induction programs for new college faculty. Specifically, he recom-
mends manageable workloads, integration between what graduate
students in English are teaching and what they are learning, a progres-
sion from supervised, auxiliary roles to independent teaching, serious
graduate courses in pedagogy, and TA participation in the life of the
department, especially where curricular decisions are made.

Ebest, Sally Barr. *Changing the Way We Teach: Writing and Resistance
    in the Training of Teaching Assistants.* Carbondale, IL: Southern
    Illinois UP, 2005.

A resource for those WPAs who work with TAs, this book addresses
the problem of resistance among graduate student writing instruc-
tors—why they so often resist instruction in TA preparation programs,
the sources of that resistance, its implications for those TAs' classroom
teaching, and, thankfully, ways of working with TAs to reduce re-
sistance and encourage change. In a study of eighteen TAs over five
years, Ebest found that engaging graduate students in writing activi-
ties—those same activities in which they might be expected to engage
their own students—helped TAs into self-efficacy, reflection, and in-
novation as novice writing instructors.

Eble, Kenneth Eugene. *The Craft of Teaching: A Guide to Mastering the
    Professor's Art.* 2nd ed. San Francisco: Jossey-Bass, 1988.

Eble presents an orientation to college teaching in any discipline that is
accessible to those who have previously not thought much about what
makes good teaching beyond the ways they themselves were taught.
He begins with a general overview of some issues that are important
to teaching, such as the myths and assumptions the general popula-
tion tends to hold and how those relate to what students actually need
from and experience in college courses. The second part of the book

describes modes of instruction, with chapters on classroom climate, lecture, discussion, mentoring, and student-directed learning. The book's third section addresses practical matters such as choosing and assigning texts, testing and grading, and handling classroom problems such as cheating. Finally, Eble turns his attention to the skills and habits of mind a teacher needs to *continue* improving as an instructor through lifelong professional development.

Good, Tina LaVonne, and Leanne B. Warshauer, eds. *In Our Own Voice: Graduate Students Teach Writing.* Boston: Allyn and Bacon, 2000.

This is a collection of essays written by and for teaching assistants teaching first-year composition. The selections address those issues TAs tend to find salient: the position of TAs within the university, the tension between challenging students to question their biases and assumptions and creating a safe space for students to take risks as writers, authority issues, the place of personal writing in a composition course, teaching grammar, and responding to student writing.

Hesse, Douglas. "Teachers as Students, Reflecting Resistance." *College Composition and Communication* 44 (1993): 224–31.

Hesse argues that when graduate student instructors read theory for their courses (such as reading composition theory in a seminar for new TAs), they find themselves in the same "beginner" positions as are students in the first-year composition courses those graduate students are teaching. Challenged and frustrated by new kinds of discourse in which they are not yet fully-fledged participants, they often resist engaging with the texts at all or dismiss the content thereof as "jargon" or simply "stupid." He describes his own approach to helping graduate students past this resistance, in turn illuminating how TAs might do the same for their students.

Hult, Christine A., ed. *Evaluating Teachers of Writing.* Urbana, IL: NCTE, 1994.

This collection of essays provides guidance for WPAs struggling to find fair and meaningful ways to evaluate writing program faculty. Part I

provides a theoretical orientation to faculty evaluation. The essays in Part II cover specific evaluation methods, including peer reviews, student evaluations, and videotaped microteaching. Part III addresses issues particular to specific groups of faculty, such as adjuncts, TAs, or disciplinary faculty in WAC programs.

McKeachie, Wilbert J. and Marilla D. Svinicki. *McKeachie's Teaching Tips.* 12th ed. New York: Houghton Mifflin, 2006.

McKeachie's paperback has become a standard text for new college faculty, but it might also be appropriate for experienced instructors who are ready to experiment. The first section includes a chapter on planning a course, walking the reader through the three months prior to a course (including such practical matters as choosing texts and designing a syllabus) and the first day of class (including icebreakers and ways of orienting the course around those concerns the professor feels are most important). A second section covers basic classroom activities such as facilitating discussion, lecturing, assessment, and grading, including plenty of specific examples and advice. In the third section, chapters reflect on the issues and needs that students bring to the classroom, including motivation and problems that can arise in the teacher-student relationship. The fourth, fifth, and sixth sections address a comprehensive range of strategies and skills for student-centered, active learning, varying from setting up collaborative and problem-based activities, to facilitating practical and lab experiences for students, to fostering critical thinking and independence in students. The book closes with advice on the faculty member as a growing, learning professional throughout one's career.

Nyquist, Jody D., ed. *Preparing the Professoriate of Tomorrow to Teach: Selected Readings in TA Training.* Dubuque, IA: Kendall/Hunt, 1991.

This collection of essays addressing TA training across disciplines considers the role of TAs in the university-at-large and offers practical suggestions for preparing them to teach. Section 3 in particular describes university-wide TA training programs, and Section IV presents specific activities and strategies to use in training sessions. See especially the following composition-specific chapters: Gottschalk,

"Training TAs Across the Curriculum to Teach Writing: Embracing Diversity" (Chapter 21); Back, Carlton, Wolk, and Schulze, "Training TAs to Teach Writing: Four Perspectives on Creating a Community for Composition Instruction" (Chapter 25); and Berson, "Great Expectations: Setting Achievable Goals in English Composition" (Chapter 36). In addition, Section V presents advice for WPAs in their role as supervisors of TAs.

"Statement on Non-Tenure-Track Faculty Members." *MLA.* 2003. <http://www.mla.org/statement_on_nonten>.

"Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty." *NCTE.* 1997. <http://www.ncte.org/about/ over/positions/category/profcon/107662.htm>.

Taken together, these two documents provide practical and ethical guidelines for the use of part-time and non-tenure track faculty, as has traditionally been common in composition and which, under budgetary pressure, tends to become even more so. These are useful both for setting policy within a writing program and for arguing for that policy to university administrators.

Strenski, Ellen. "Helping TAs across the Curriculum Teach Writing: An Additional Use for the TA Handbook." *WPA: Writing Program Administration* 15.3 (1992): 68–73.

Strenski recommends that WPAs contribute a section to the university's campus-wide teaching assistant handbook that suggests some of the best practices now common in composition classrooms. These include, for example, asking students to write in class, organizing peer review sessions, or establishing clear evaluation criteria before students write. Contributing thus to the campus' TA handbook would support beginning instructors and would help contribute to writing across the curriculum efforts across the institution.

Administrative and Professional Issues

Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.

This now-classic text proposes a framework for faculty evaluation that takes into account modes of scholarship beyond the narrow definition of research that has been exclusively prioritized in the American university since WWII. He presents a scheme incorporating "the scholarship of discovery" (most like basic research), "the scholarship of integration" (interdisciplinary and interpretive work), "the scholarship of application" (service tied to one's field of knowledge), and "the scholarship of teaching." Many universities have since taken up this framework in efforts to reform faculty advancement procedures.

"Scholarship in Composition: Guidelines for Faculty, Deans, and Department Chairs." *NCTE*. 1987. <http://www.ncte.org/about/over/positions/category/write/107681.htm>.

This statement "describing the range of scholarly activity in composition" serves as a guide for evaluating composition faculty's scholarship for purposes of tenure and promotion. This meets a need in many English departments, where the members of review committees may be literature scholars unsure how to evaluate the unfamiliar models of scholarship (such as those based in the social sciences) prevalent in composition.

"Evaluating the Intellectual Work of Writing Administration.". *Council of Writing Program Administrators*. 1998 <http://wpacouncil.org/positions/intellectualwork.html>.

Adopted by the Council of Writing Program Administrators in 1998, this document sets standards for how WPA work might be documented by WPAs for tenure and promotion purposes and how that work might be understood by university departments.

Gebhardt, Richard C., and Barbara Genelle Smith Gebhardt, eds. *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure.* Mahwah, NJ: Erlbaum, 1997. (Available online at <http://www.questia.com/PM.qst?a=o&se=ggl&docId=10111146>.)

This edited volume focuses on issues surrounding the status of work in composition studies as "scholarship" from the perspective of universities and departments. Chapters outline the history of thinking about the academic work of composition (R. Gebhardt), compare models of scholarship in composition and its frequent neighbor field, literature (Schilb), consider nonacademic publishing (Hesse and B. Gebhardt) and WPA work (Roen) as scholarship, and discuss the special situations of faculty at two-year colleges (Kroll and Alford), faculty in professional communication (Blyler, Graham, and Thralls), teachers of ESL and basic writing (Lay), and writing centers (Harris). Several chapters discuss personnel reviews in particular: after general advice (R. Gebhardt), chapters address the situation of women (Neulieb), mentoring (Enos; R. Gebhardt), and external reviews (Bloom). A final chapter considers faculty reviews from a dean's point of view (McLeod).

Goonen, Norma M., and Rachel S. Blechman. *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues.* The Greenwood Educators' Reference Collection. Westport, CN.: Greenwood Press, 1999.

Goonen and Blechman strike a balance between describing legal obligations, discussing ethical complexities, and making clear practical suggestions for administrators. Chapters address the hiring process, issues of compensation and continuing employment, tenure and promotion, terminating employees, academic freedom, disputes with students, and academic records. The volume provides a survey of potential problems and guidelines for navigating them.

Hult, Christine A. et al. "'The Portland Resolution': Guidelines for Writing Program Administrator Positions." *WPA: Writing Program Administration* 16.1–2 (1992): 88–94. (Available online at <http://wpacouncil.org/positions/portlandres.html>.)

This document outlines the role of a WPA, detailing appropriate responsibilities, qualifications, and workload. The guidelines constitute a set of professional standards, articulated by members of the profession themselves, for the characteristics of high quality WPA work; they also guard against unworkable job descriptions for WPAs or the appointment of unqualified persons to WPA roles.

Kinkead, Joyce, and Jeanne Simpson. "The Administrative Audience: A Rhetorical Problem." *WPA: Writing Program Administration* 23.3 (2000): 68-77.

Former WPAs who have since become central university administrators reflect on the misconceptions they held about central administration when they were directing writing programs and make recommendations for WPAs. They present a primer on administrative culture and terms and describe ways of preparing proposals that sensitive to the administrator as reader.

MLA Commission on Professional Service. "Making Faculty Work Visible: Reinterpreting Professional Service, Teaching, and Research in the Fields of Language and Literature." *MLA*. 1996. <http://www.mla.org/pdf/profserv96.pdf>.

This document, which is the report from an MLA commission examining the "Professional service" leg of the familiar triad "Research, Teaching, and Service," describes a number of service roles enacted by English and composition faculty and makes recommendations about how that work might be considered for the purposes of academic advancement.

Myers-Breslin, Linda, ed. *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management.* Urbana, IL: NCTE, 1999.

This collection provides a series of case studies and example scenarios that illustrate administrative problems WPAs are likely to face and ways of solving those problems. The scenarios are organized into three categories: "Selection and Training" includes, for instance, hiring and training TAs or staffing a writing center. "Program Development" in-

cludes, for example, developing WAC programs, funding a writing center, or integrating technology. Perhaps most helpful to new WPAs, "Professional Issues of Departmental Authority and Professional Development" addresses such concerns as introducing change in a less than enthusiastic environment, thinking about the physical space a program occupies, or managing a relationship with a writing center.